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ABSTRACT

This document contains accountability profiles with detailed information for the overseas schools of the Department of Defense Dependents Schools (DoDDS). Each profile contains a description of the school, district, or area characteristics and highlights identified by the principal or superintendent. Profiles also contain the 1996-1997 benchmark priorities for the schools, the school-home partnership self-evaluation data, and standardized test results. Section A contains a profile of the overseas DoDDS schools overall. Other sections contain profiles for the Europe, Pacific, and Panama areas, and for the districts and schools in each area. (SLD)

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Building futures in a global community

Department of Defense Education Activity
Department of Defense Dependents Schools (DoDDS)
Accountability Profiles
1996-1997

TM030211

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January, 1998

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
SCHOOL, DISTRICT, AREA, AND SYSTEM
1996-1997

ACCOUNTABILITY PROFILES

Department of Defense Education Activity
4040 North Fairfax Drive
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Bonn High School	Lavonne Tawney, Principal	
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Geilenkirchen Elementary School	James Van Dierendonck, Principal	
Kleine Brogel Elementary School	Steve Hain, Principal	
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SHAPE High School	B. Ferg-Carter, Principal	
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Lakenheath Elementary School	Ed Drozdowski, Principal	
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Rainbow Elementary School	C. Margaret Deatherage, Principal	
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King, Ernest J. Elementary/High School	Sara Porter, Principal	
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Killin Elementary School	Al Lohse, Principal	

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W.T. Sampson Elementary/High School — Ronald Sharik, Principal

Introduction

The DoDEA Community Strategic Plan outlines the ten goals that are the vehicle for moving DoDEA toward the vision of "an organization without boundaries, united in purpose with the community, and with the latest technology to empower students." The DoDEA Community Strategic Plan also "established benchmarks, or measurable commitments, for each of the ten goals." One of the DoDEA Headquarters' priority benchmarks (9.1) is to "By the year 2000 ... establish and evaluate a systemwide accountability process for the monitoring of the Strategic Plan, school improvement process, and student progress." A second DoDEA Headquarters' priority benchmark (10.7) is to "By the year 2000 ... create an effective communication system to share information among all of the DoDEA constituencies as measured by formal and informal surveys, random sampling, and interviews." This report is one step DoDEA has taken toward achieving these goals and benchmarks.

This volume includes **Accountability Profiles** that present significant information at the school, district, area, and system levels. It presents a rich resource for parents, students, teachers, and the community to examine achievement in the DoDEA school improvement process. The information presented in this report were selected because they:

- are directly related to the systemwide goals
- can be influenced by school initiatives
- are important for understanding the local context
- are useful in making educational decisions
- are essential for school improvement and student growth
- can be evaluated against a meaningful standard

How the Accountability Profiles are organized

The **Accountability Profiles** report is organized into two documents. The first document includes the system, area, district, and school profiles for the Department of Defense Dependents Schools (DoDDS), the overseas schools. The second document includes the system, district, and school profiles for the Department of Defense Domestic Dependents Elementary and Secondary Schools (DDESS), the domestic schools. The areas, districts, and schools are organized alphabetically within each larger organizational group.

How to use this report

This report includes detailed information for both the domestic (DDESS) and overseas (DoDDS) schools. As DDESS and DoDDS are authorized under different legislation and, traditionally, have been administered somewhat independently, the data reported for the domestic and overseas schools, while generally comparable, are in some cases different. In particular, there are four areas where the data are not comparable.

1. The *Priority Benchmarks* established by the DoDEA Community Strategic Plan for DDESS and DoDDS are different although they share Benchmark 8.1.

2. The *Special Programs* offered in DoDDS and DDESS are somewhat different. For example, the Advancement Via Individual Determination (AVID) and Reading Recovery programs are only employed in DoDDS.

3. The standardized tests and the grade levels at which they are administered are different. In DoDDS, all students in grades 3, 5, 7, 9, and 11 took the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4) in 1996-97 and all students in grades 4, 6, 8, and 10 took the CTBS/5 Terra Nova, Multiple Assessment. In DDESS, six different tests were administered, varying largely by the state in which the district is located. The grade levels tested also vary somewhat across the DDESS districts.

4. A systemwide Writing Assessment is administered to all DoDDS students in grades 5, 8, and 10. In DDESS, while several districts administer writing assessments, the assessments administered varies from state to state. When available, school and district level data are presented. However, because not all districts administered a writing assessment and the results are not comparable across districts, DDESS system summary data are not presented.

Each profile includes the following sections:

- School, District, Area, or System Characteristics
- Principal's, Superintendent's, or Director's Highlights
- 1996-97 Benchmark Priorities
- School-Home Partnership Self-Evaluation Data
- Standardized Test Results

School, District, Area, or System Characteristics

Each profile includes the following information:

- **Student enrollment** data are presented graphically by gender (DoDDS only) and ethnic groups and are provided in a table by grade levels.

- **Special programs** presents a summary of common programs available in DoDDS and DDESS. This summary includes the grade levels served, the number of students enrolled in the programs, and the percent of the total school enrollment. The special programs include special education, talented and gifted (TAG), English as a second language (ESL), and Advanced Placement courses. For DoDDS, the special programs also include Reading Recovery and AVID.

- **Mobility Rate** is a measure of how often students move in and out of a school during the school year. It is reported as the percentage of students who enter or withdraw from a school during the year relative to the enrollment. (In DoDEA schools, domestic and overseas, mobility rates are generally considerably higher than most stateside schools due to the mobility of the military community we serve.)

- **Sponsor's Affiliation** provides a summary of the military services and civilian groups served by DoDEA schools. Each child's sponsor is included in this percentage. For example, if a sponsor has two children in a school, both children are included in the percentage for their school.

- **Professional Staffing** presents a graphical summary of the number of professional educators by gender (DoDDS only) and ethnic groups. Professional staff include teachers, administrators, librarians, guidance counselors, school psychologists, nurses, and other professional educators.

- **School Staff** summarizes the number of professional educators who serve a school, district, area, or system. The data are summarized for four categories: administrators, classroom teachers, special education teachers, and other professionals. The "other" category includes counselors, nurses, psychologists, librarians, and other support professionals. The metric reported is FTE or *full time equivalents. Full time equivalents* can be thought of as 40 hour per week units. For example, if a school has 20 forty-hour per week teachers and 4 twenty-hour per week teachers, they have 22 FTE or 22 *full time equivalent* teachers.

- **Teacher Education** reports the percentage of teachers who have completed various levels of undergraduate or graduate education. BA/BS indicates that a teacher has completed their Bachelors of Arts or Science degree. MA/MS represents a Master's degree and a Doctorate indicates a Ph.D. or Ed.D. degree.

Principal's, Superintendent's, or Director's Highlights

This section provides each Principal and Superintendent, and the DoDEA Director an opportunity to highlight special accomplishments and unique programs in their school, district, area, or system.

Priority Benchmarks

In this section, the school, district, area, or system has the opportunity to briefly report on its progress on the Priority Benchmarks identified in the DoDEA Community Strategic Plan. With the exception of Benchmark 8.1, different benchmarks have been identified as priorities for DoDDS and DDESS.

School-Home Partnership (SHP) Progress

DoDEA conducted a self-evaluation of the School-Home Partnership initiative in the spring of 1997 in both DoDDS and DDESS. This evaluation was conducted with the School Improvement Leadership Team from each school augmented by parent leaders of the School Advisory Council, the Parent Teacher Organization, and/or the School-Based Management Council. Members of this augmented team individually rated their school's status on each of the five tiers of the School-Home Partnership initiative. The five tiers are:

- Co-Communicators
- Co-Supporters
- Co-Learners
- Co-Teachers
- Co-Advocates, Advisors, and Decision-Makers

Each tier was rated on a 5-point scale. The scale points indicate different levels of implementation of the School-Home Partnership tiers:

1. Traditional School Model
2. Little Progress toward the SHP goals
3. Visible Progress toward School-Home Partnership
4. Much Progress toward the SHP goals
5. Full School-Home Partnership

The average ratings of the augmented teams are presented in this report.

Standardized Test Results

This section provides a summary of standardized test results including norm-referenced tests, the Scholastic Assessment Test (SAT), the American College Testing Assessment (ACT), and DoDDS and DDESS writing assessments.

- **Norm-Referenced Test** results are reported for Reading, Language, Social Studies, Mathematics and Science. This section includes school, district, system, and national median percentile scores. *Percentile scores* indicate how a student scored compared to students nationally. If a student scores at the 65th percentile, for example, he/she scored higher than approximately 65 percent of the students in the standardization sample. Percentile scores range from 1-99 and the national median is 50. Asterisks (**) indicate either that the school does not include students at that grade level or that fewer than 10 students were tested. In cases where fewer than 10 students were tested, valid inferences could not be made and the data are not presented.

  For DoDDS, this section includes the results on the Comprehensive Tests of Basic Skills, Fourth Edition (CTBS/4) for grades 3, 5, 7, 9, and 11 and the CTBS/5 Terra Nova, Multiple Assessment for grades 4, 6, 8, and 10. The pattern of grades presented on a school profile depends on the grades served in the school. Results for grades 3, 7, and 11 are presented on the district, area, and system profiles.

  To assess progress toward Benchmark 3.1 for Reading, Language, and Social Studies, the *Percent of Students Scoring in Each (percentile) Quarter* for 1995-1997 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. (Nationally, 25 percent of the students score in each quarter; however, in DoDDS, proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.) The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99).

  To assess progress toward Benchmark 4.2 for Mathematics and Science, 1996 and 1997 median percentiles and percentile gaps are reported across ethnic groups in addition to the overall median percentiles for each subject and grade. Achievement ***gaps*** are the differences between the median percentile scores for each ethnic group and the 1994 DoDDS systemwide (baseline) medians.

  For DDESS, six different tests were administered, varying largely by the state in which the district is located. Again, the pattern of grades presented on a school profiles depends on the grades served in a school. Results for grades 2, 4, and 6 are presented on the district, area, and system profiles. (For the Ft. Campbell schools, norm-referenced standardized test results are presented for grades 3, 6, and 10. For the Ft. Knox schools, norm-referenced standardized test results are presented for grades 3, 7, and 10.)

Standardized Test Results

- **Norm-Referenced Test (Continued)**

  To assess progress toward Benchmarks 3.1 and 4.3 for Reading, Language, Social Studies, Mathematics, and Science the *Percent of Students Scoring in Each (percentile) Quarter* in 1996 and 1997 are reported in addition to the median percentiles for each subject and grade. The quarters are percentile ranges 1-25, 26-50, 51-75, and 76-99. The quarters are presented in bar graphs. The quarters are ordered (stacked) from low/bottom (1-25) to high/top (76-99). (Nationally, 25 percent of the students score in each quarter; however, in DDESS, proportionally fewer students score in the lower two quarters and more than 25 percent score in each of the upper two quarters.)

- **Scholastic Assessment Tests (SAT)** are taken by the majority of high school seniors who plan to go on to college. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean Verbal and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample. The participation rates for both DoDDS and DDESS are higher than the national percentages.

  SAT data are reported for the schools, districts, system, and nation. Results are reported for the two most current years available, 1996 and 1997.

- **American College Testing Assessments (ACT)** are taken by the majority of high school seniors who plan to apply to a college or university in the mid-western region of the United States. This table presents the percentage of the high school seniors who took the test, % Participating, and the mean English and Mathematics scores. The participation rate is an important factor when interpreting the mean scores because it determines who is included in the sample.

  ACT data are only reported for the high schools in the Ft. Campbell and Ft. Knox Districts. ACT summary data are also provided for the Ft. Campbell and Ft. Knox Districts. Results are reported for the two most current years available.

Standardized Test Results

- **Writing Assessments** are administered each spring to all DoDDS students in grades 5, 8, and 10. The Accountability Profiles summarize the results for the last three years. The number of students assessed, the mean school and system scale scores by grade level, and the percentage of students at each performance level are presented. Four levels of performance are reported: *Distinguished, Proficient, Apprentice, and Novice/Undeveloped.* The percentage of *Unscorable* papers (e.g., illegible and off topic) is also reported.

  For DDESS, while several districts administer writing assessments, the assessments varies by the state in which the district is located. When available, school and district level data are presented. However, because not all districts administered a writing assessment and the results are not comparable across districts, DDESS system summary data are not presented.

  The report summarizes the results for the last two years. The number of students assessed, the mean scale scores by grade level (where available) and the percentage of students at each level of performance are presented. While performance levels are defined and labeled somewhat differently across districts (i.e., states), for consistency, in this report the same category labels are used for all districts: *Distinguished, Proficient, Apprentice, and Novice/Undeveloped.* The percentage of *Unscorable* papers (e.g., illegible and off topic) is also reported.

SECTION A

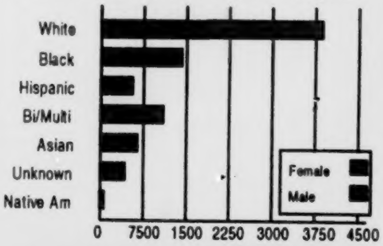
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS
1996-1997

Department of Defense Education Activity
Department of Defense Dependents Schools
1996/97 Profile
Lillian Gonzalez, Director

System Characteristics

Student Enrollment - 80,827



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	6754	8%
K-8	TAG	9362	14%
K-12	ESL	3699	5%
1	Reading Recovery	573	7%
7-12	AVID	1360	
Students Taking AP Courses		2080	34%

Grade	#
PreK	1717
K	7804
1	8694
2	8313
3	7654
4	7275
5	6759
6	6292
7	5844
8	5290
9	4922
10	4138
11	3271
12	2854
Total	80827

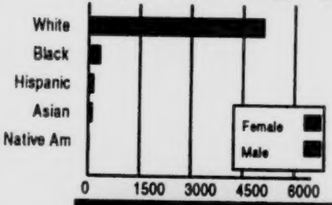
Sponsor Affiliation	
Marine	4%
Army	40%
Navy	12%
Air Force	29%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	2%

Teacher Experience

Years	Teachers
New	117
1-3	268
4-6	350
7-10	594
> 10	4377

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	324.4
Classroom Teachers	4319
Special Education	510.5
Other Professionals	998.2

Teacher Education

Degree	% Teachers
BA/BS	32 %
MA/MS	63 %
Doctorate	2 %

Director's Highlights

The Department of Defense Dependents Schools (DoDDS) system is an organizational element of the Department of Defense Education Activity (DoDEA) that provides a quality education for the eligible minor dependents of Department of Defense military and civilian personnel on official overseas assignments. School locations vary from small, remote communities to large, urban areas. The schools are centrally administered and focus on the DoDEA mission to provide a world-class educational program that inspires and prepares all students in military communities around the world for success in a dynamic global environment.

School Year 1996-97 saw significant advances in all strategic goals and benchmarks. DoDDS established new Sure Start programs on 13 installations, intensive professional development for teachers and other educators was a focus at all levels of the organization, the role of technology in the delivery of instruction received additional support through the curriculum development process and through programs such as the Presidential Technology Initiative, and strategies were developed to support communication between headquarters, area and district superintendents' offices.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts and Soc. Studies.....
DoDDS student performance on the CTBS in reading, language, and social studies was well above the national norm. More than 75% of DoDDS students at grades 5, 8, and 10 scored at the "proficient" level on the DoDEA Writing Assessment. DoDDS 12th graders scored above the national average on the ACT English and Reading subtests and the Verbal portion of the SAT.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..
The achievement gap in mathematics and science between DoDDS African American and Hispanic students and the systemwide baseline decreased. DoDDS student performance on the CTBS in mathematics and science was well above the national norm; DoDDS ranked 8th among states on the NAEP eight grade science assessment.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....
DoDEA developed a WebSite (http://www.odedodea.edu) and regularly distributed the "Spirit of Excellence" newsletter to all constituents. A system Accountability Report and system, area, district, and school Accountability Profiles were published for the first time. A number of brochures, guides, and videos were produced including the "Parents Guide to Special Education."

Benchmark 10.8: Establish Technology for teachers and administrators............
The role of technology in instruction received support through programs such as the Presidential Technology Initiative. An automated material and supply management system was deployed worldwide. 2,300 computers were purchased supporting curricular programs. Phase I of the information centers was completed in 36 schools and full-school LANs were installed in 26 schools.

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Average Ratings of SHP Progress	
Tier	**DoDDS**
Co-Communicators	**3.70**
Co-Supporters	**3.31**
Co-Learners	**3.00**
Co-Teachers	**3.31**
Co-Advisors	**3.17**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

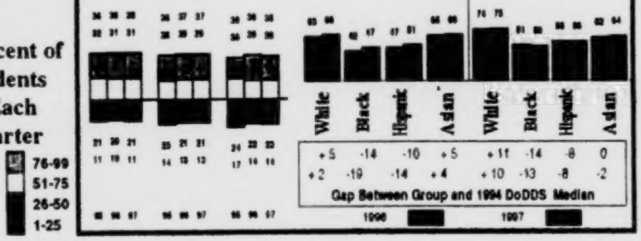
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A self-evaluation of the 5 tiers of the DoDEA School-Home Partnership indicated that schools were being most successful in Co-Communication. "Overall Practices" toward the goals of Co-Supporter and Co-Teacher were rated a 3.4 on a 1-5 scale and 25% of schools felt they had reached "Good" or "Full" partnerships on the Co-Advocates, Advisors, and Decision-Makers tier.

Grade 3

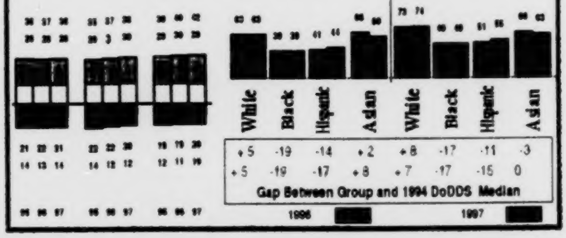
	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	7147	7139	7135	7137	7133

Percent of Students in Each Quarter



Grade 7

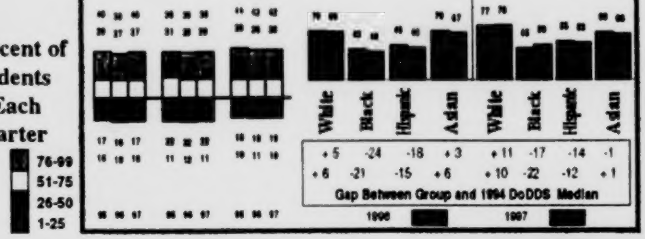
	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	5468	5469	5457	5462	5457



Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	2858	2839	2852	2846	2851

Percent of Students in Each Quarter



SAT Results		DoDDS	Nation
% Participating	96	62%	41%
	97	63%	41%
Math Avg Score	96	506	508
	97	505	511
Verbal Avg Score	96	518	505
	97	515	505

National Assessment of Educational Progress (NAEP)		Nation	DoDDS	Nat Rank
Grade 4	Reading 1994	212	218	9th
	Math 1996	222	223	9th
	Science 1996	148	155	8th
Grade 8	Math 1996	271	275	8th

DoDEA
4040 North Farifax Drive
Arlington, VA 22203-1635

DSN Phone: 426-4462
Fax Number: (703) 696-8918
Commercial Phone:
(703) 696-4462

DoDEA Writing Assessment

					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	6597	741.1	741.1	18%	58%	15%	8%	1%
5	96	6259	741.9	741.9	33%	51%	13%	2%	1%
5	97	6143	734.5	734.5	31%	57%	7%	1%	4%
8	95	4923	767.6	767.6	38%	18%	29%	13%	2%
8	96	4804	770	770	22%	40%	30%	6%	1%
8	97	4600	689	689	32%	44%	15%	2%	6%
10	95	3619	792.8	792.8	25%	40%	24%	10%	1%
10	96	3507	798.9	798.9	28%	45%	21%	5%	0%
10	97	3575	711.6	711.6	42%	38%	15%	2%	3%

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SECTION B

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

EUROPE AREA
1996-1997

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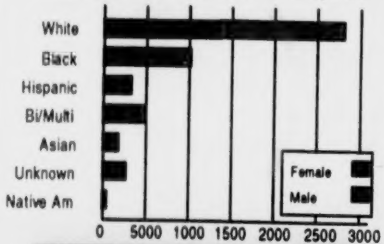
Department of Defense Education Activity
Europe Area
1996/97 Profile
John Davis, Superintendent

Area Characteristics

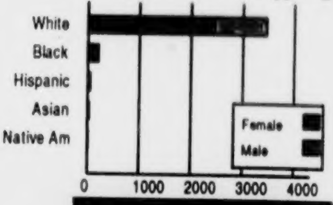
Student Enrollment - 51,348



Grade	#
PreK	1111
K	4910
1	5571
2	5344
3	4835
4	4638
5	4399
6	3971
7	3665
8	3314
9	3075
10	2607
11	2085
12	1823
Total	51348

Sponsor Affiliation	
Marine	1%
Army	49%
Navy	8%
Air Force	28%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	2%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	4731	9%
K-8	TAG	5315	13%
K-12	ESL	2042	4%
1	Reading Recovery	365	7%
7-12	AVID	1104	
Students Taking AP Courses		1427	37%

Teacher Experience

Years	Teachers
New	44
1-3	132
4-6	172
7-10	353
> 10	3013

Mobility Rate
34% Per Year

School Staff

Category	FTE
Administrators	208.4
Classroom Teachers	2696.5
Special Education	346
Other Professionals	651.2

Teacher Education

Degree	% Teachers
BA/BS	30 %
MA/MS	65 %
Doctorate	2 %

Superintendent's Highlights

Performance of DoDDS-E students on system-wide CTBS/4 and TerraNova Multiple Assessment tests was well above the national norms in reading, language, math, science, and social studies. Improvement was noted in most grades and subject areas.

DoDDS-E students surpassed the Strategic Plan benchmark for proficiency on the DoDEA Writing Assessment.

Efforts to clarify issues that affect DoDDS within the military community resulted in positive interactions with major military commands and their subordinate units. The agreement to re-establish the European Schools Council was a direct result. Continuing efforts to refine partnerships with other community groups, e.g., AWAG, ECAPTS, NAACP, produced similar positive results.

Exemplary special events provided students additional avenues for achieving and developing leadership. Honors Music Fest, Jazz Seminar, SHOWCASE, and Creative Connections featured student talent and products. JROTC, D.A.R.E. and interscholastic athletics enhanced teamwork, leadership and self-esteem.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Focus centered on coordination of special activities, targeted programs, and training initiatives. Highlights include the publication of the 1st DoDDS-E K-12 creative anthology, coordination of the 2nd Army JROTC summer camp, expansion of the AVID program, training in WIC methodology for teacher-teams, and emphasis on student achievement at the Ass't Principals Conference.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps...

Emphasis was on targeted support for continued successful implementation of the math curriculum. Actions ranged from agenda focus on math at area-level meetings to working collaboratively with districts to evaluate implementation progress and gain constituents' support of the program. Classroom visits by commanders were promoted, resulting in curriculum support at high levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Successful liaison activities with all military services and special interest groups built support for school issues and programs. Effective publicity initiatives, like "School Pages" and focused TV and radio spots, promoted positive public regard. An Area Communication Plan was developed, providing a blueprint for effective communication for all in the Area.

Benchmark 10.8: Establish Technology for teachers and administrators.........

ASO personnel provided guidance for automation of JROTC forms reporting, as well as support and assistance in the use of SEDCOM. Training for use of LOTUS NOTES in AVID classrooms continued as did support for the JASON and PTI projects. Targeted briefings to military commands secured their continued support of technology initiatives.

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Average Ratings of SHP Progress		
Tier	**Area**	**DoDDS**
Co-Communicators	3.66	3.70
Co-Supporters	3.24	3.31
Co-Learners	2.95	3.00
Co-Teachers	3.27	3.31
Co-Advisors	3.11	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

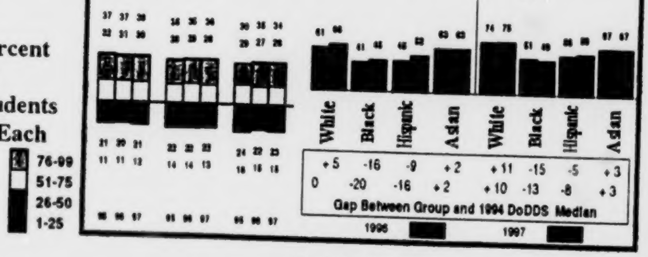
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The ASO took steps to promote open avenues of stakeholder participation on all tiers of the SHP model. Representatives of all constituents formed the Area Advisory Committee. Training in effective SHP practices was provided to teachers, school teams, and administrators at the SHP training conference, the Assistant Principals' conference, and briefings at district Educators' Days.

Grade 3

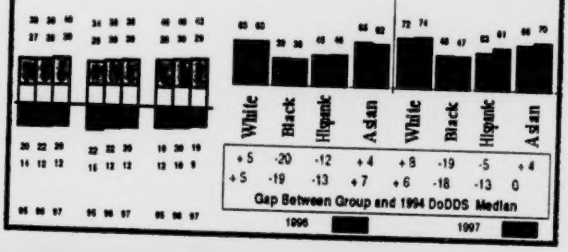
1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
Area	66.5	65.3	62.3	59.1	68.2
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	4475	4467	4464	4463	4462

Percent of Students in Each



Grade 7

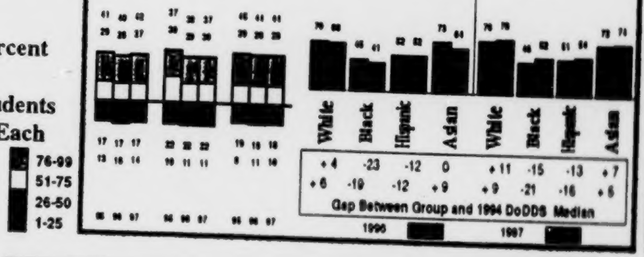
	Benchmark 3.1 Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
Area	66.7	65.9	70	54.4	68.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	3409	3411	3403	3403	3401



Grade 11

1997 Median Percentiles for	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
Area	69.2	65.8	70.8	60.4	70.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	1812	1795	1804	1800	1805

Percent of Students in Each



SAT Results		Area	DoDDS	Nation
% Participating	96	62%	62%	41%
	97	64%	63%	41%
Math Avg Score	96	504	506	508
	97	507	505	511
Verbal Avg Score	96	520	518	505
	97	520	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS Europe
CMR 443, Box 7000
APO AE 09096

DSN Phone: 338-7614
Fax Number: 49-611-380-7565
Commercial Phone:
49-611-380-7614

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	4180	737	741.1	16%	58%	16%	9%	1%
5	96	3917	737.9	741.9	30%	53%	14%	2%	1%
5	97	3943	735.9	734.5	31%	57%	6%	1%	4%
8	95	3180	770.8	767.6	39%	19%	28%	12%	2%
8	96	2968	774.2	770	22%	40%	30%	6%	1%
8	97	2811	693	689	34%	44%	14%	2%	6%
10	95	2309	793.1	792.8	25%	40%	24%	9%	1%
10	96	2216	798.1	798.9	28%	45%	21%	5%	0%
10	97	2353	711.8	711.6	43%	37%	15%	2%	3%

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SECTION C

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

BRUSSELS DISTRICT
1996-1997

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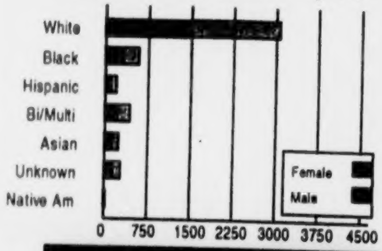
Department of Defense Education Activity
Brussels District
1996/97 Profile
Robert Tryon, Superintendent

District Characteristics

Student Enrollment - 4,895



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	391	8%
K-8	TAG	283	7%
K-12	ESL	372	8%
1	Reading Recovery	8	2%
7-12	AVID	129	[illegible]
Students Taking AP Courses		166	36%

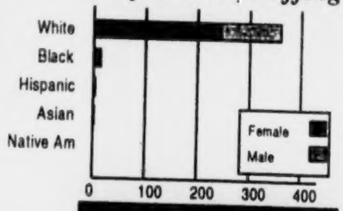
Grade	#
PreK	106
K	428
1	497
2	424
3	435
4	458
5	392
6	383
7	358
8	334
9	326
10	290
11	247
12	217
Total	4895

Sponsor Affiliation	
Marine	<.5%
Army	14%
Navy	2%
Air Force	59%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	12%
Non-US Civilians	11%

Teacher Experience	
Years	Teachers
New	7
1-3	17
4-6	14
7-10	40
> 10	265

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	26.9
Classroom Teachers	280.5
Special Education	31.5
Other Professionals	60

Teacher Education	
Degree	% Teachers
BA/BS	29 %
MA/MS	63 %
Doctorate	1 %

Superintendent's Highlights

Our district guarantees that every student will have a quality education.

To start the year off, all teachers participated in a collaborative day-long meeting reviewing DoDEA curricula and standards for the purpose of focusing on curriculum. Throughout the year, professional development focused on building a repertoire of good instructional strategies, assessment tools that guide instruction and integrating technology into the curriculum.

Due to the size and location of our schools, all students were able to participate in academic sports and fine arts events, the results of which were increased student achievement and self esteem. CPR and first aid training was provided to educators and community members to ensure that the learning environment was safe for all.

The Brussels District engaged parents and community members as active partners in the education of our youth. It was through this school, home, and community partnership that we positively promoted the social, personal, and intellectual growth of our students.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....

Training was provided for all teachers in using the new social studies standards. The training focused on teaching to the standards and refining lesson development strategies. Teachers and parents were trained in holistic scoring for writing. An implementation plan for the new integrated reading/language arts program was developed and initiated.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

Graphing calculators became a more integral part of grade 8-12 math classes. A joint science and math workshop focusing on map and compass skills was held. A science pilot for K-6 schools began where students in the lowest 25% performance group were trained to work as peer teachers. Resources were provided to help educators fine tune instruction for this group.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The superintendent met quarterly with a District Advisory Council (SAC chairs). District publications included a quarterly newsletters and curriculum brochures. A joint task force comprised of district personnel, administrators and bargaining unit representatives was established. Mediation training was conducted for educators and medical services personnel.

Benchmark 10.8: Establish Technology for teachers and administrators............

Special education teachers and administrators were trained in the use of the Special Education Computer Management System. Electronic bulletin boards were used in math & science. Staff development was provided to secondary teachers in computer based science labs. Workshops focusing on using interactive computer environments were conducted for reading/language arts.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	**4.11**	**3.70**
Co-Supporters	**3.67**	**3.31**
Co-Learners	**3.23**	**3.00**
Co-Teachers	**3.65**	**3.31**
Co-Advisors	**3.47**	**3.17**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

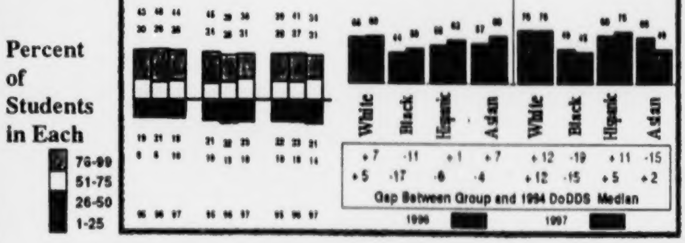
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

This year the district office supported a School Home Partnership by sending a team to San Diego for further training, hosting district-wide meetings to share information and report progress, and by establishing a District SHP Coordinator position. Each district school formulated a one year plan with strategies unique to its needs in support of the SHP.

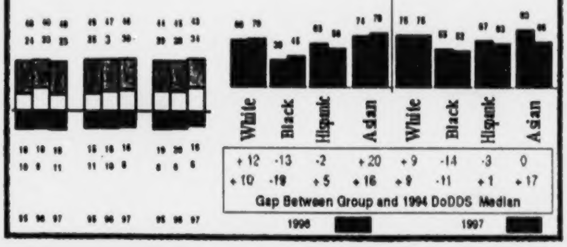
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	419	419	417	416	418



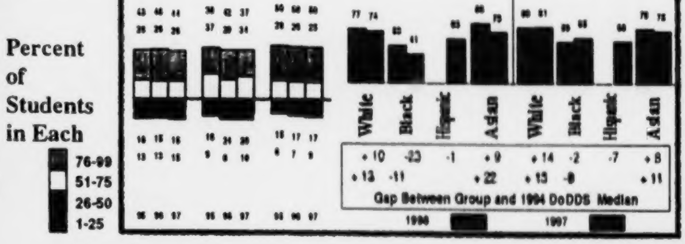
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	72.8	72.4	71.8	64	70.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	334	333	332	331	332



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	72.3	65.5	75.6	67.6	75.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	190	183	185	183	191



SAT Results		District	DoDDS	Nation
% Participating	96	60%	62%	41%
	97	54%	63%	41%
Math Avg Score	96	526	506	508
	97	536	505	511
Verbal Avg Score	96	525	518	505
	97	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Brussels District
Attn: Robert Tryon
NSA PSC 79, Box 3
APO AE 09724

DSN Phone: 365-9431
Fax Number: 322-721-2822
Commercial Phone:
322-720-7105

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	450	752.7	741.1	22%	58%	14%	6%	1%
5	96	378	754.5	741.9	37%	52%	10%	1%	1%
5	97	387	750	734.5	39%	52%	5%	2%	1%
8	95	284	786.3	767.6	44%	20%	24%	10%	2%
8	96	321	783.6	770	30%	37%	26%	6%	1%
8	97	303	699.8	689	42%	42%	10%	4%	3%
10	95	254	792.8	792.8	24%	46%	22%	5%	2%
10	96	256	813.2	798.9	32%	48%	16%	4%	0%
10	97	274	695.8	711.6	42%	36%	16%	2%	4%

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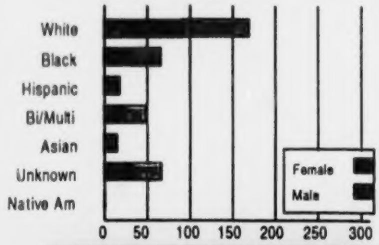
Brunssum, The Netherlands

Department of Defense Education Activity
AFCENT Elementary School (PK-6)
1996/97 School Profile
Robert W. Nance, Principal

School Characteristics

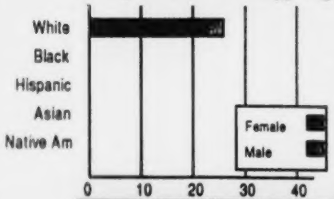
Student Enrollment - 384



Grade	#
PreK	51
K	51
1	61
2	45
3	46
4	47
5	40
6	43
Total	384

Sponsor Affiliation	
Marine	<.5%
Army	52%
Navy	1%
Air Force	25%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	6%
Non-US Civilians	9%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	58	15%
K-8	TAG	39	12%
K-12	ESL	33	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	5
> 10	19

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

AFCENT ES has taken a giant step forward with the SIP process compared with last year, the initial year of implementation. In being allowed to keep the same benchmarks, each committee was more focused on what they wanted to do. Benchmark committees 3.1 and 4.2 were able to analyze the CTBS data and decide the strategies to help students improve word analysis skills and math computation.

Pre/Post results from local interventions and CTBS results both indicate solid progress in those areas. An improved communication system was developed through numerous strategies learned through the School-Home Partnership program espoused in Benchmark 8.1.

Staff became much more knowledgeable about the uses of the computer and how to apply that knowledgeable with students, as outlined in Benchmark 10.8. Although we were excited about our initial successes last year, we felt a sense of professional accomplishment with this year's format, interventions and results.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.

Our focus is word analysis and test-taking skills. Teachers targeted areas of need based on data from pre-tests in word analysis skills and focused their instruction in these areas. The counselor taught test-taking skills and strategies while teachers used a variety of test formats to give students practice. Post-tests provided indications of change and future needs.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Our focus is the process skills in math and science. Students were given a self-report inventory in math and science, and a math computation test to provide baseline data for instructional purposes. Instruction based on this data involved basic math computation work, and written and graphic skills to accompany hands-on investigations in science. Posting-testing was done.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school-parent newsletter which included School Improvement Plan news was up-graded and distributed on a regular basis. SAC was given monthly SIP reports and the PTO member of the School Improvement Leadership Team (SIL Team) acted as a liaison between that organization and the SIL Team. Our SIP Action Plans were sent to the DSO each month.

Benchmark 10.8: Establish Technology for teachers and administrators.

Our focus is technology as a learning tool. A priority is developing students' grade-level abilities in technological competencies. Teachers were trained in a variety of programs to improve instruction and record-keeping. Student and teacher instruction was based on data collected from a self-report survey. Report cards reflect student progress in technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.4	3.23	3.00
Co-Teachers	3.7	3.65	3.31
Co-Advisors	3.6	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

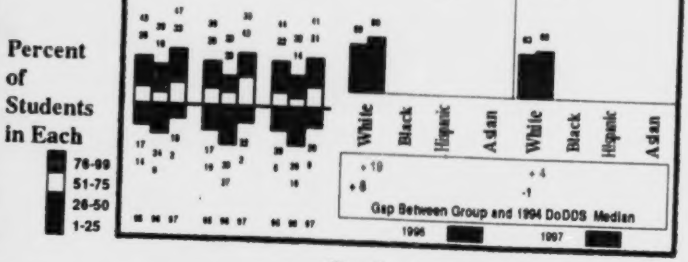
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Our focus is the co-communicator and co-supporter tiers. We worked on increasing our two-way communication and improving its effectiveness. Parent newsletters and parent/student orientation procedures were improved. Increasing volunteer numbers in the school and their recognition within the school and community was a priority.

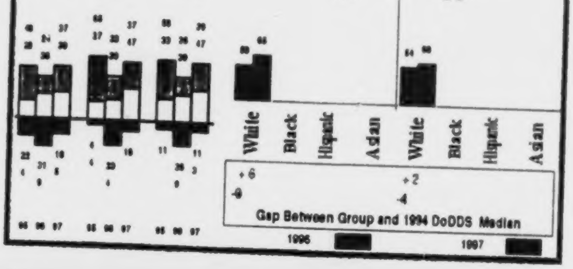
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	75.1	64.3	69	71.7	68.7
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51



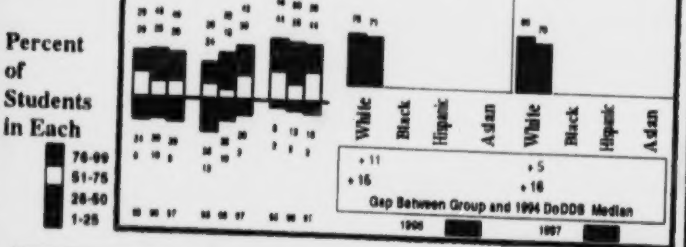
Grade 5

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	70.5	70.3	72	62.5	58.5
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	38	38	38	38	38



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	64.3	71.3	67.5	65.5	65.5
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	50	50	50	50	50



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT ES
UNIT 21606
APO AE 09703

DSN Phone:
Fax Number: 31-45-527-8246
Commercial Phone:
31-455-278260/1

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	41	728.7	741.1	24%	44%	15%	15%	2%
5	96	56	735.3	741.9	25%	55%	18%	2%	0%
5	97	62	720.9	734.5	34%	50%	10%	5%	2%

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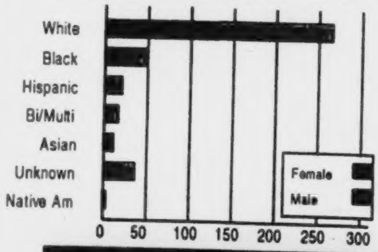
Brunssum,
The Netherlands

Department of Defense Education Activity
AFCENT High School (7-12)
1996/97 School Profile
Helen K. Galloway, Principal

School Characteristics

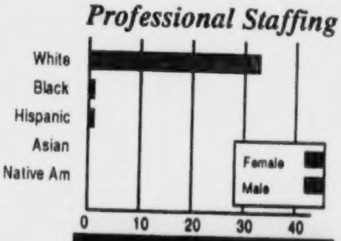
Student Enrollment - 398



Grade	#
7	83
8	77
9	79
10	70
11	46
12	43
Total	398

Sponsor Affiliation	
Marine	<.5%
Army	25%
Navy	1%
Air Force	47%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	11%
Non-US Civilians	13%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	25	6%
K-8	TAG	96	60%
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	14	
AP Courses Offered		8	
Students Taking AP Courses		24	27%

Teacher Experience

Years	Teachers
New	1
1-3	4
4-6	1
7-10	3
> 10	25

Mobility Rate
19% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	28
Special Education	1.5
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	34%
MA/MS	66%
Doctorate	0%

Principal's Highlights

AFCENT High School educates students of parents assigned to Allied Forces Headquarters Central Europe. Our student body is multi-national, culturally diverse, and internationally focused. Our faculty steering committee is involved in making decisions about the schools' operation to include scheduling, staff development, and curriculum. The steering committee supports the administration and faculty in efforts to co-manage our school.

Significant achievements this year include: the introduction of the block schedule with seminar, a school-initiated multicultural workshop, staff development on reading improvement strategies and computer technology for the entire staff, a TTF study group on computer technology, focus upon the school home partnership through the key communicators initiative, an outstanding parent newsletter, recognition of volunteer services, hosting the Model International Parliament, the Brussels District Band and Choir Festival, and the introduction of a Health Fair for students in grades 9-12.

AFCENT High School's School Improvement Leadership Team (SILT) includes parents, educators, and students, who worked in a positive manner to develop our School Improvement Plan.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

Staff development on using reading improvement strategies. Reading improvement program implemented with teachers using a reading improvement strategy at least once each quarter in all of their classes. All students are involved in some form of SSR. Seminar period has provided increased time for students to read and acquire reading materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Staff development on multicultural awareness and cultural diversity in the classroom. Math and science teachers implemented a program using instructional strategies for low achieving students at least two times each quarter in all of their classes. Numerous focused interventions were provided for low achieving students during the seminar period.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Participation in the school home partnership and key communicator programs. Faculty steering committee has continued to function and to provide an avenue for increased communication within the school. SIP reports were made monthly at SAC and faculty meetings. Fully functional SILT and subcommittees were maintained as per guidelines.

Benchmark 10.8: Establish Technology for teachers and administrators..........

New technology needs assessment conducted. Staff development and a TTF study group on computer technology topics. Evaluation of the existing technology equipment with submission of necessary orders and UFERS. We were 94% effective in our goal of having all 7th grade students take keyboarding and all 8th grade students take computer literacy.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	4.11	3.70
Co-Supporters	3.7	3.67	3.31
Co-Learners	3.0	3.23	3.00
Co-Teachers	3.6	3.65	3.31
Co-Advisors	3.4	3.47	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

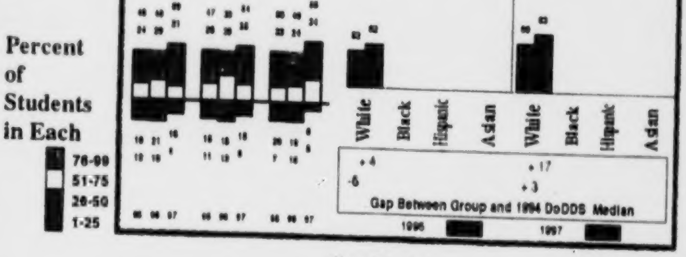
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Our action plan which addresses each of the school home partnership tiers was reviewed and modified. Participation in the key communicator program. An evaluation of our program has provided us with the numerous successes of our actions and future plans for improvement for each of the tiers as well as community ratings to serve as a benchmark for the future.

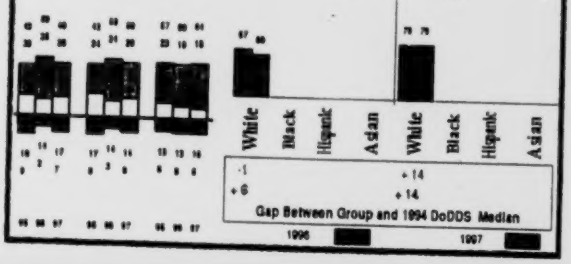
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	80.4	76.8	79.1	55	75.2
District	72.8	72.4	71.8	64	70.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	81	81	80	79	81



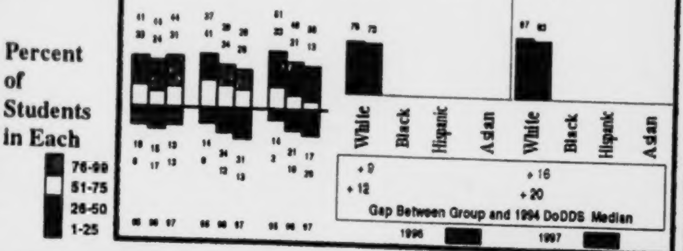
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	74.3	74.3	83	57.5	74
District	71.8	78.6	83.4	65.9	72.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	75	76	77	76	76



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.8	59	75.7	57.3	73
District	72.3	65.5	75.6	67.6	75.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	32	32	30	30	31



SAT Results		School	District	DoDDS	Nation
% Participating	96	67%	60%	62%	41%
	97	70%	54%	63%	41%
Math Avg Score	96	523	526	506	508
	97	518	536	505	511
Verbal Avg Score	96	526	525	518	505
	97	560	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

AFCENT HS
UNIT 21606
APO AE 09703

DSN Phone:
Fax Number: 31-455-278236
Commercial Phone:
31-455-278260

DoDEA Writing Assessment

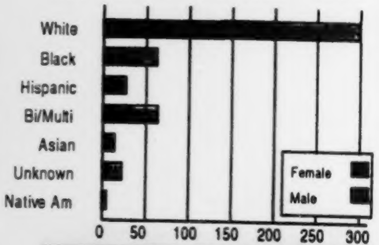
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	67	777.3	767.6	30%	24%	39%	8%	0%
8	96	59	774.4	770	25%	39%	27%	7%	0%
8	97	77	668.6	689	35%	46%	9%	4%	6%
10	95	69	806	792.8	30%	42%	25%	3%	1%
10	96	55	815.8	798.9	31%	53%	13%	4%	0%
10	97	73	715.2	711.6	47%	36%	14%	3%	1%

Bitburg,
Germany

Department of Defense Education Activity
Bitburg Elementary School (PK-4)
1996/97 School Profile
Dorothy Behm, Principal

School Characteristics

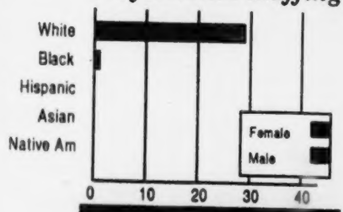
Student Enrollment - 494



Grade	#
PreK	15
K	97
1	104
2	98
3	93
4	87
Total	494

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	49	10%
K-8	TAG	29	6%
K-12	ESL	9	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	34

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	3.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	57%
Doctorate	3%

Principal's Highlights

At Bitburg Elementary School we continue to seek ways to improve existing programs and to implement new programs to help each child succeed. In addition to our multi-age Primary Center which allows children to remain with the same teacher over three years, next year we will "loop" two single grade classes. Students will remain with the same teacher for two consecutive years providing social and academic continuity. We will also add Sure Start, which is a pre-school program for selected children.

Our Schoolwide Enrichment program provides training in creative and critical thinking to all students as well as opportunities for identified TAG students. Technology focuses on the development of computer skills and the creation of multi-media projects which integrate skills from several academic disciplines. Content focuses on basic skills in reading comprehension, oral and written communication, and mathematical computation and application as well as cooperation, responsibility, and learning how to learn. Emphasis is on meaningful classroom activities that allow children to apply their knowledge and skills to real-life situations.

This year four Bitburg teachers were honored by outside organizations for their contributions to the field of education.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

Additional training in assessment led to revision of rubric and development of a second prompt. All teachers received a portfolio of writing activities to use to support the writing action plan. Eleven parents were trained in holistic scoring and scored our local assessment administered in May. Next year a pre- and post test will be given in the fall and spring respectively.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

A new rubric was developed to assess problem solving skills. A pre-and post-test using a specific problem-solving strategy was administered second semester with positive results. Next year we will continue this process of assess, teach, assess in problem-solving. This year we also had a very active Homework Club where volunteers assisted children with their assignments.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent response form was added to the weekly newsletter to increase communication. Seminars for parents were held monthly by the counselor. Minutes of SAC meetings were sent home with the parent newsletter which resulted in increased attendance.

Benchmark 10.8: Establish Technology for teachers and administrators..........

A new program of instruction in technology for students and teachers was implemented in the recently opened Pentium lab. Students learned keyboarding and used Hyper-Studio, Student Writing and Publishing, and Lego-Logo to develop multi-media projects. Teachers learned cc:mail, Word 6 and Power Point.

Average Ratings of SIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	3.6	3.67	3.31
Co-Learners	3.2	3.23	3.00
Co-Teachers	3.7	3.65	3.31
Co-Advisors	3.0	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

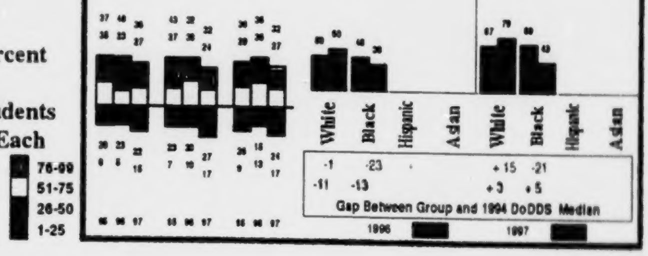
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

An active volunteer force of more than 120 assisted teachers and students throughout the school as co-supporters. Training sessions for teachers and parents as co- learners were held in computer technology, holistic scoring, and hands-on math. A survey of parents regarding the effectiveness of the schedule was conducted to involve parents as co-decision makers.

Grade 3

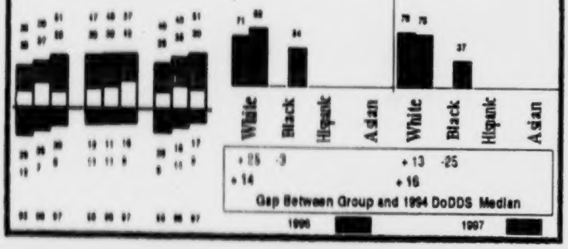
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	57.7	59	53	63
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	95	95	95	95	95

Percent of Students in Each



Grade 4

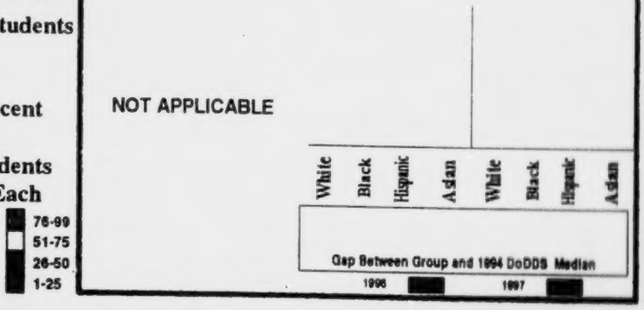
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76	68.2	75.6	70.7	71.2
District	73.5	69.4	73.5	70.1	69.1
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	81	81	81	80	81



1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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52 SPTG/CCSE-B
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DSN Phone: 453-7215/7130
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Commercial Phone:
49-6561-5270

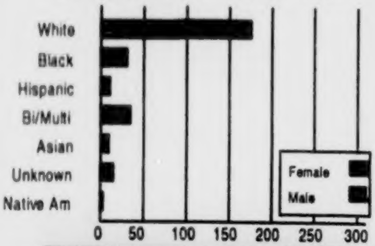
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					

Bitburg,
Germany

Department of Defense Education Activity
Bitburg Middle School (5-8)
1996/97 School Profile
James A. Lawther, Principal

School Characteristics

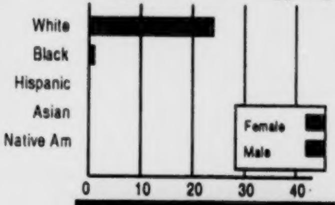
Student Enrollment - 282



Grade	#
5	83
6	71
7	71
8	57
Total	282

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	24	9%
K-8	TAG	43	15%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	21	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	0
7-10	3
> 10	19

Mobility Rate
26% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	2
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

This past year with weekly Parent Newsletters, mentor program for approximately thirty students, and expanded use of the Parent Room, we believe that we are making real progress in the School-Home Partnership.

Another example of parent involvement was in our focus on involving parents with Science. Two important strategies were utilized. One was sending home each quarter Science lessons that were to be completed at home by students and parents. Secondly, parents of all students who scored in the lowest quartile on the CTBS in Science or who received a D or F grade at the end of the first quarter were invited to a Science Night for Parents . At least half of the invited parents attended.

Our emphasis on reading improvement was exemplified with all teachers utilizing the tenets of CIRC. Vocabulary was stressed by all content teachers. To further promote emphasis on reading, everyone at BMS became involved in Silent Sustained Reading.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

Actively engaged students in reading improvement through school wide uninterrupted silent reading, developed vocabulary across the curriculum, all reading teachers have been trained on Cooperative Integrated Reading and Composition and have implemented it in all reading classrooms, students gave book talks on video for all school viewing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Narrowing of the gap in Science achievement through increasing parental involvement in their students' science education, increasing cooperative learning in science classes so that students feel comfortable helping each other, and using technology to interest more students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Surveyed parents regarding their willingness to help their students with homework, conduct science experiments, and foster good reading habits. Students have been surveyed to determine their feelings on reading, cooperative learning, and citizenship.

Benchmark 10.8: Establish Technology for teachers and administrators.

Installation of LAN planned for summer 1997, Pentium computer purchased for each teacher's classroom, and training of all teachers and administrators on all available hardware and software by DSO personnel and building technology coordinator.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.5	3.23	3.00
Co-Teachers	4.1	3.65	3.31
Co-Advisors	3.8	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

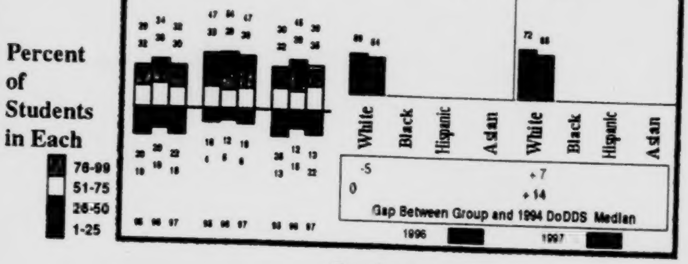
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Development of the school home partnership by including reading strategies in the weekly Parent Newsletter, offering CIRC training to parents, holding CIRC night, science night, and math night, student use of handbooks to record learning activities for parent review, a school home partnership parent center, and an orientation for 5th grade students and parents.

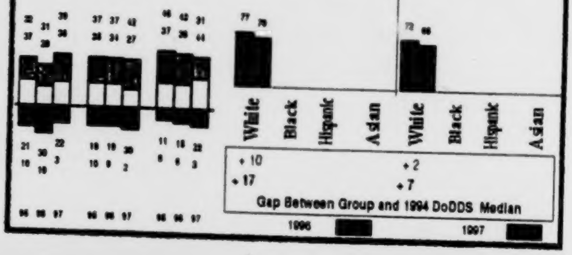
Grade 5

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	59	74	62.6	51.7	63
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	79	79	79	79	79



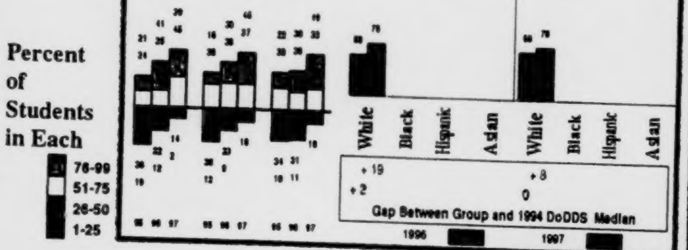
Grade 6

Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
68	69	67.5	66	64.6
68.8	69.2	71.4	68	68.3
65.2	66.6	66.8	65.1	68
50	50	50	50	50
64	64	64	64	64



Grade 8

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	74	74.3	75.3	67	73.1
District	70.7	74.7	75.2	68.3	70.2
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	49	49	49	49	49



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg MS
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DSN Phone: 453-7731/7110
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Commercial Phone:
49-6561-5266

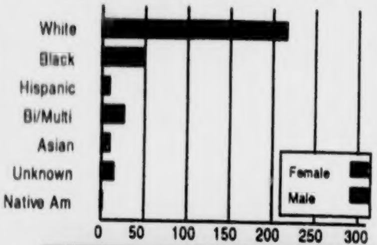
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	76	742	741.1	15%	61%	16%	8%	0%
5	96	69	759	741.9	32%	58%	10%	0%	0%
5	97	72	756.5	734.5	33%	60%	7%	0%	0%
8	95	57	749.5	767.6	49%	16%	18%	11%	2%
8	96	63	788.9	770	35%	48%	14%	0%	0%
8	97	48	688.1	689	40%	33%	17%	8%	2%

Bitburg, Germany

Department of Defense Education Activity
Bitburg High School (9-12)
1996/97 School Profile
Marjorie Lewallen, Principal

School Characteristics

Student Enrollment - 324



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	14	4%
K-8	TAG	N/A	N/A
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	17	
AP Courses Offered		9	
Students Taking AP Courses		50	39%

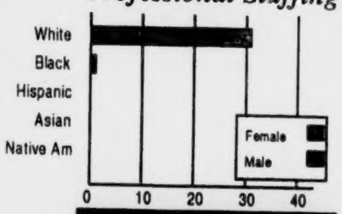
Grade	#
9	108
10	86
11	68
12	62
Total	324

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	88%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	5
4-6	0
7-10	0
> 10	18

Mobility Rate
20% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	23.5
Special Education	3
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

Principal's Highlights

Change dominates Bitburg High School. A 9-12 school with 312 students, serves the community of the 52nd Fighter Wing at Spangdahlem AB. Our goal is to ensure that all students have unrestricted access to quality curricular and extracurricular programs, and the opportunity to learn, achieve and succeed. Implementation of the Block 8/Seminar Schedule, in conjunction with other SIP initiatives, stem from this desire to benefit the success of students.

Over 96% of the seniors graduate and 63% attend college or university the next fall. More than 65% earn a senior year GPA of 3.0 or above, and 56% maintain a four year GPA of 3.0 or above. Over 52% receive a scholarship, and this year 15 of our 56 seniors were awarded over $62,000 in scholarships. Emphasis is on challenging students in higher level core and college required courses, including foreign languages. Career and computer technology electives, arts and humanities, health and P.E., business and vocational/ technical courses, are available. AP courses are offered in upper level core, college required and distance learning courses. The school is on a LAN with the Media Center, enhancing information accessing in all subjects. AVID enables under represented students to successfully challenge upper level, college required courses.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

Our emphasis was to increase the quality and quantity of student writing using standard English language practices. The 9th grade was our target audience for measuring improvement in one of the four writing styles. The results show that about 72% of our students improved the quality of their writing significantly.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

To increase proficiency in math computation and estimation, students with below average basic math skills were tutored in our Math 911 program. In the math classes, daily warm-up exercises emphasized these skills. Teachers in all subjects reported that they frequently provided opportunities for students to increase their proficiency.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This year we stressed the use of technology for easier revision of written communication, production of high quality work, and checking the accuracy of math computations. Our Teacher Training Facilitator organized classes for staff and community members in record keeping, word processing, internet use, computer-based presentations, e-mail, and basic computer functions.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Under the school-home partnership model, we have adopted several strategies. One was to improve the use of the local media, radio, TV, and newspaper, to inform the community. Another was to create the Baron Buzz, a newsletter to promote two-way communication. The third was to continue publishing the principal's and guidance newsletters.

Average Ratings of SIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	4.11	3.70
Co-Supporters	2.9	3.67	3.31
Co-Learners	3.1	3.23	3.00
Co-Teachers	3.3	3.65	3.31
Co-Advisors	3.4	3.47	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

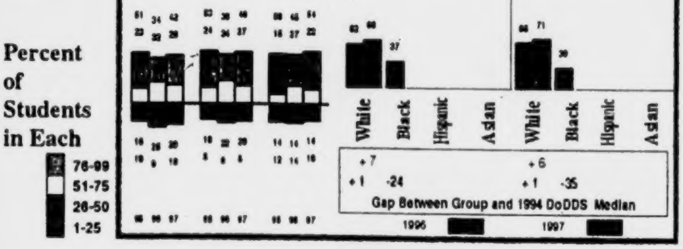
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

One of our objectives was to increase two-way communication between home and school. Our survey on the effectiveness of our communication indicated that parents are very satisfied with the quality and frequency of that which we offer. The second objective was to identify members of the community willing to volunteer for tutoring; several are currently involved.

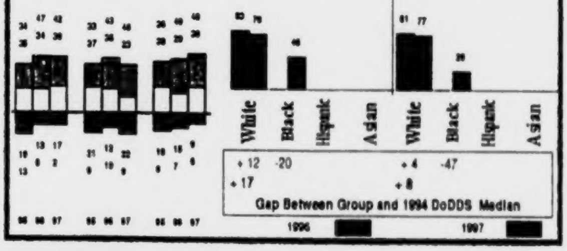
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.7	73.7	77	64.5	70
District	71.8	78.6	83.4	65.9	72.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	93	92	94	95	95



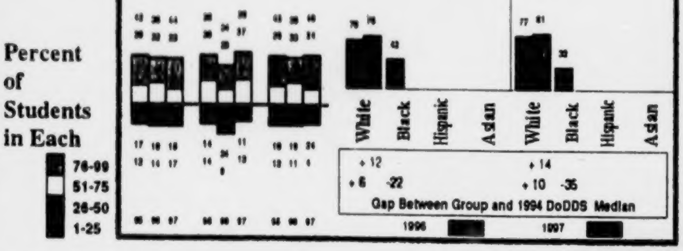
Grade 10

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	70.7	68.3	74.3	75	73.3
	76.6	74.5	78.5	82.9	76.4
	73.9	70.5	74.2	73.2	72.9
	50	50	50	50	50
	81	81	82	81	82



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74	70	74	63	74.6
District	72.3	65.5	75.6	67.6	75.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	52	46	50	48	54



SAT Results		School	District	DoDDS	Nation
% Participating	96	55%	60%	62%	41%
	97	39%	54%	63%	41%
Math Avg Score	96	499	526	506	508
	97	530	536	505	511
Verbal Avg Score	96	512	525	518	505
	97	522	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bitburg HS
52 SUG/CCSH
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DSN Phone: 431-7938
Fax Number: 49-6561-12319
Commercial Phone:
49-6561-18713

DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	82	777.6	792.8	9%	51%	32%	7%	0%
10	96	84	797.2	798.9	23%	49%	23%	6%	0%
10	97	82	654.3	711.6	28%	39%	21%	5%	7%

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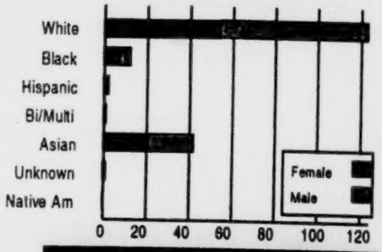
Bonn, Germany

Department of Defense Education Activity
Bonn Elementary School (PK-5)
1996/97 School Profile
Susan Martz-Cothran, Principal

School Characteristics

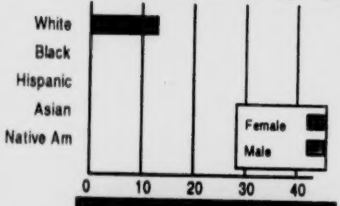
Student Enrollment - 181



Grade	#
PreK	3
K	20
1	38
2	26
3	34
4	25
5	35
Total	181

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	2%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	46%
Non-US Civilians	47%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	16	9%
K-8	TAG	N/A	N/A
K-12	ESL	84	47%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
N/A

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	46%
MA/MS	54%
Doctorate	0%

Principal's Highlights

Our SILT team was dynamic and productive. Their leadership helped our students meet the goals for the two academic areas of math and spelling.

One highlight of the year was the development of pre and post assessments the tabulation and display of the results was a difficult task, but accomplished with support from Dr. Popham's workshops. Parents were especially pleased with our sharing of spelling strategies as homework with their children and a week long May Math Madness Week of home involvement activities for all grade levels. This included a successful "take a bag home" activity for all grade levels and challenges for all participants.

Our school home partnership survey meeting was a team building activity for our SILT. Our team was pleased with our formats for meetings and our celebrations of success. In grades 3-5, our spelling % of increase on the assessments went up 8-13%. Most of our K-2 students went up 2 or more developmental spelling levels. In math, we increased the number of students scoring the top rubric levels.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Our goal was to improve spelling by writing. We wanted to show growth K-2 in developmental levels of spelling and grades 3-5 in showing improvement of spelling. We gave parents strategies for parent involvement with spelling homework; students wrote everyday; editing skills were stressed. Our indicators of success showed growth in all grade levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Our goal was to improve understanding of mathematical concepts through written communication. We looked for understanding of math concepts by increasing ruberic levels by two. The strategies we used included writing in math journals twice a week using Mathland prompts and weekly interviews. Our pre/post tests showed success in meeting our goals K-5.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Our school published a weekly parent newsletter and a daily bulletin for all staff. All teachers used cc:Mail to communicate to each other and around the world. Our SAC was involved in sharing information about our school closure to the community. We have had positive feedback in surveys from parents about our good school/home and home/school communication.

Benchmark 10.8: Establish Technology for teachers and administrators

All of our teachers have access daily to cc:Mail and word processing on the computer. Teachers used cc:Mail extensively to communicate with the Personnel Center, due to our closing down. Most personal written communication between teachers and administration was done on cc:Mail. Students used technology for Kidsnet and in-house communication.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.11	3.70
Co-Supporters	4.3	3.67	3.31
Co-Learners	3.9	3.23	3.00
Co-Teachers	3.9	3.65	3.31
Co-Advisors	3.9	3.47	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

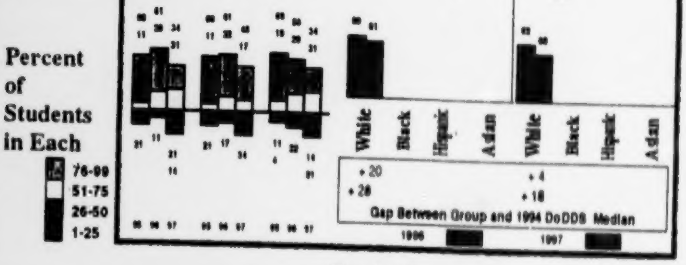
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We participated in district key communicators workshops and shared information at SILT meetings. We included key communicators on our team. Weekly articles on technology were published by one communicator for parents by a parent. The system wide survey was a healthy way to feel good about our involvement at all five levels.

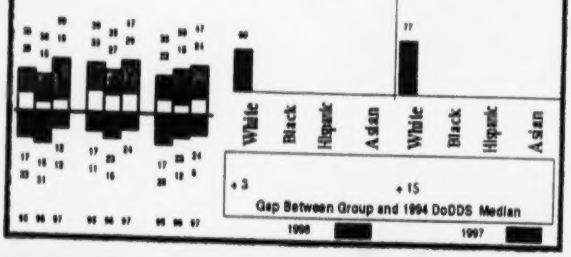
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70	75	57.3	80.7	51
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29



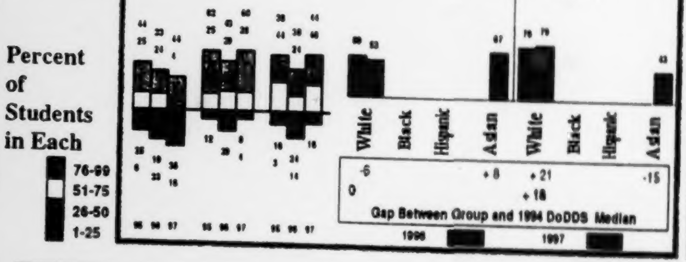
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	83	72	73	81	70
District	73.5	69.4	73.5	70.1	69.1
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	17	17	17	17	17



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	50.7	77.7	68	57	65
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	25	25	25	25	25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bonn ES

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	29	773.7	741.1	21%	66%	10%	3%	0%
5	96	22	753.6	741.9	36%	55%	9%	0%	0%
5	97	29	746.9	734.5	45%	48%	0%	3%	3%

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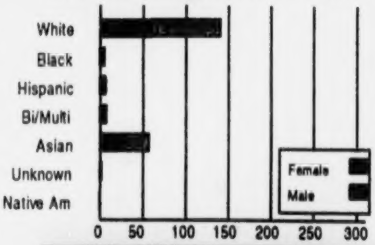
Bonn,
Germany

Department of Defense Education Activity
Bonn High School (6-12)
1996/97 School Profile
Lavonne Tawney, Principal

School Characteristics

Student Enrollment - 217



Grade	#
6	26
7	30
8	26
9	29
10	33
11	42
12	31
Total	217

Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	6%
US Civilians	39%
Non-US Civilians	51%

Special Programs

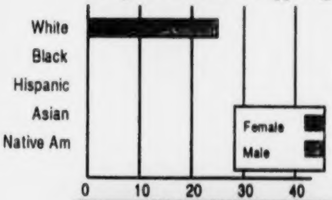
Grade Offered	Program	#	%
PK-12	Special Education	2	1%
K-8	TAG	21	26%
K-12	ESL	54	25%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	▨
AP Courses Offered		3	▨
Students Taking AP Courses		9	12%

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
N/A

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	0.5
Other Professionals	2

Teacher Education

Degree	% Teachers
BA/BS	20%
MA/MS	80%
Doctorate	0%

Principal's Highlights

Bonn High School continues to focus on improved student performance in language mechanics and data analysis There was a marked increase in students speaking English as an alternate language from 57% in the 1995-96 school year to 70+% in the 1996-97 school year. Assessment results reveal improvement in CTBS scores and DoDDS Writing Assessment results. School developed assessments also revealed improvement in data analysis and language mechanics skills.

The focus of Benchmark 10.8 on students access and use of the WWW in retrieval of information has significantly increased the spectrum of information that students are able to use in their daily lives.

Strengths of BAHS are high enrollments in IB and AP courses in all core areas, music and performing arts, journalism, foreign language and interscholastic athletics.

Participation of parents in the SIP Chorus and "Oliver!" were key factors in strengthening our School-Home Partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies

Strategies continue to focus on the improvement of student performance in application of language mechanics through Daily Oral Language activities in English classes and teacher evaluation of correct grammatical conventions and punctuation in written assignments in all classes. 1997 CTBS scores reflect a 10% increase in grades 7, 9, and 11.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies formulated by the Math and Science Departments to improve student skills in data analysis - a life skill essential to all students - continue to focus on data interpretation , graphic interpretation and communication of results in a concise manner. Assessments reveal improvement in data analysis at all grade levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Parent Resource Center was established to enhance communication and provide parent access to all school publications, community bulletins, college application information and procedures, scholarships, the BAHS SIP, DoDDS publications and regulations and all BAHS and DoDDS-Europe student publications.

Benchmark 10.8: Establish Technology for teachers and administrators.

The SILT and technology committee identified learning through exploration of the World Wide Web as the major priority for students and educators. The goal of every student completing at least one assignment for each class during the course of the year on the WWW resulted in an increase of 1.5 hours per week of student utilization of information.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	4.11	3.70
Co-Supporters	3.9	3.67	3.31
Co-Learners	3.5	3.23	3.00
Co-Teachers	3.5	3.65	3.31
Co-Advisors	3.4	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

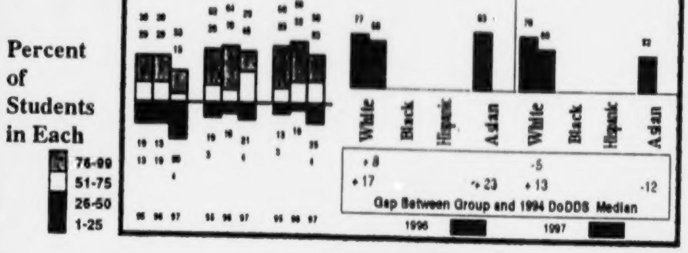
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The results of a needs assessment survey identified co-communications and co-supporters as areas on which to focus to develop a stronger School -Home Partnership. Two very successful ventures were the SIP Chorus, which performed at the winter and spring music concerts, and the school and community production of the musical "Oliver!"

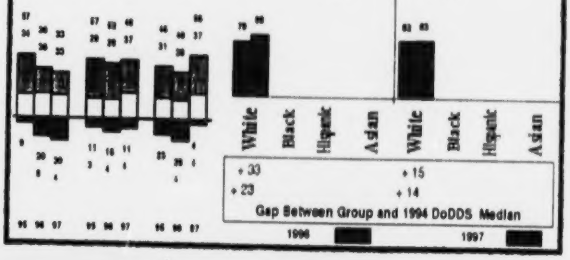
Grade 6

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	49.5	61	68	70	59
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	24	24	24	24	24



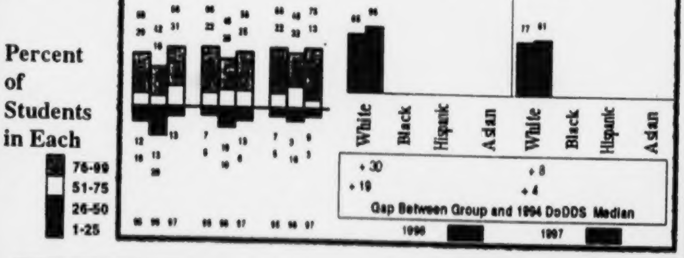
Grade 8

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	56	75	77.3	90	72.5
District	70.7	74.7	75.2	68.3	70.2
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	27	27	27	27	27



Grade 10

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	82.5	78.7	86.3	95.3	80.5
District	76.6	74.5	78.5	82.9	76.4
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	32	32	32	32	32



SAT Results		School	District	DoDDS	Nation
% Participating	96	78%	60%	62%	41%
	97	71%	54%	63%	41%
Math Avg Score	96	561	526	506	508
	97	542	536	505	511
Verbal Avg Score	96	541	525	518	505
	97	481	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bonn MS/HS

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	38	840.1	767.6	71%	13%	11%	5%	0%
8	96	29	824.1	770	48%	35%	14%	3%	0%
8	97	30	737.8	689	57%	33%	10%	0%	0%
10	95	49	832	792.8	47%	45%	4%	2%	2%
10	96	33	852.4	798.9	55%	42%	3%	0%	0%
10	97	34	739.2	711.6	68%	24%	6%	0%	3%

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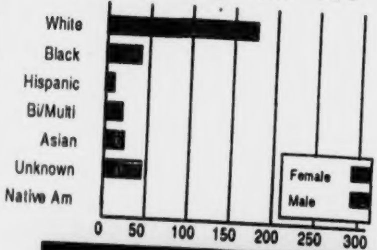
Sterrebeek, Belgium

Department of Defense Education Activity
Brussels Elementary/High School (PK-12)
1996/97 School Profile
Ben Briggs, Principal

School Characteristics

Student Enrollment - 314



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	19	6%
K-8	TAG	18	9%
K-12	ESL	46	15%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		7	
Students Taking AP Courses		25	52%

Grade	#
PreK	2
K	16
1	10
2	28
3	21
4	23
5	25
6	28
7	24
8	25
9	35
10	29
11	18
12	30
Total	314

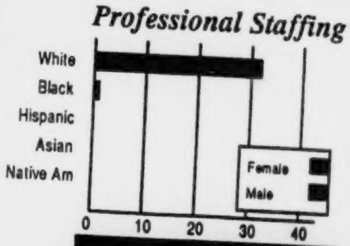
Sponsor Affiliation	
Marine	3%
Army	30%
Navy	10%
Air Force	21%
Coast Guard	<.5%
Non-US Military	5%
US Civilians	18%
Non-US Civilians	13%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	0
7-10	4
> 10	23

Mobility Rate
14% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	2
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	71%
Doctorate	6%

Principal's Highlights

Brussels American School students continue to score above the national, DoDDS, and district averages on standardized testing. Improvements were also noted on pre- and post-tests scored by teachers using rubrics to focus on instructional improvements.

In Language Arts, BAS is making progress toward the goal of improved student writing. In mathematics, test results indicate improved mathematics comprehension within the groups with significant minority representation. School home partnership efforts resulted in increased tow-way communication; however, there is need for further improvement in this area.

Teachers grew in their acceptance and appreciation for the new SIP format largely due to the progress they documented on pre- and post-tests within their classes. Ongoing staff development is required to sustain interest and growth.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

BAS focused on using a holistic approach to teaching writing. Teachers developed rubrics to focus instruction on components of affective writing and used them to evaluate student writing. Pre- and post-tests designed to measure improvement showed improvements in all levels and indicate that BAS is progressing toward the goal of improved student writing.

Goal 4: Math And Science Achievemeht

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

BAS focused on improving mathematics achievement by writing set up a tutorial program for at-risk middle and high school students. Teachers developed and used rubrics to evaluate written expression. Results show large gains by females in elementary and high school and modest gains by Afro-Americans.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

After a three year absence, a parent student handbook was developed, newsletters were expanded, and emphasis was placed on increases in the use of cc:Mail for internal communication. Open House, Volunteer Recognition, and extended use of conference days contributed to improved communication.

Benchmark 10.8: Establish Technology for teachers and administrators.........

BAS focused on elementary student access to computers by establishing an elementary computer lab to allow all student's computer instruction at least once per week. BAS also increased the middle school computer science offerings. A school-wide LAN installation should be fully operational by the of SY 97/8. Further progress depends on the arrival of hardware.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	4.11	3.70
Co-Supporters	3.5	3.67	3.31
Co-Learners	2.8	3.23	3.00
Co-Teachers	3.2	3.65	3.31
Co-Advisors	3.2	3.47	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

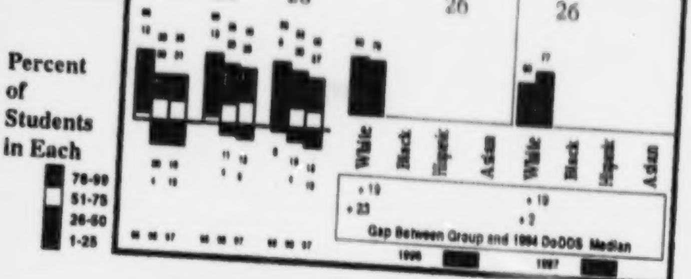
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

BAS focused on affective two-way communication between parents and the school. Improvements included increasing the number of parent-teacher conference days, sending home term outlines, modifying the computerized comments on progress reports, issuing two parent surveys during the year, and publishing the school newsletter weekly.

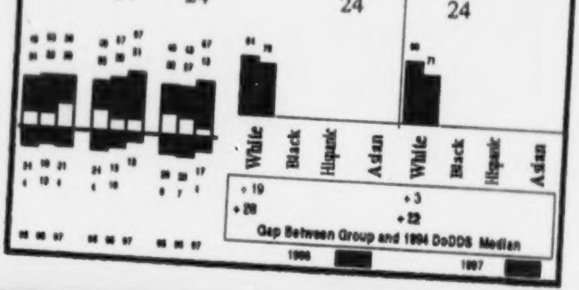
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	74.7	71	78.3	67.3
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	26	26	26	26	26



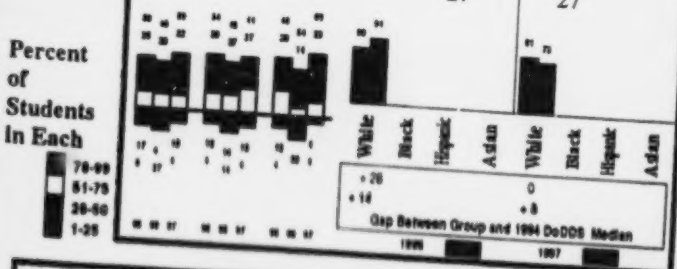
Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	81.7	80.7	74	71.5
District	70.7	74.7	75.2	68.3	70.2
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	24	24	24	24	24



Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	81	74.3	87.7	92.8	76
District	76.6	74.5	78.5	82.9	76.4
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	27	27	26	27	27



SAT Results		School	District	DoDDS	Nation
% Participating	96	65%	60%	62%	41%
	97	47%	54%	63%	41%
Math Avg Score	96	576	526	506	508
	97	553	536	505	511
Verbal Avg Score	96	567	525	518	505
	97	545	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Brussels ES/HS
PSC 79, BOX 003
APO AE 09724

DSN Phone: 365-9451
Fax Number: 32-2-782-0230
Commercial Phone:
32-2-7315625

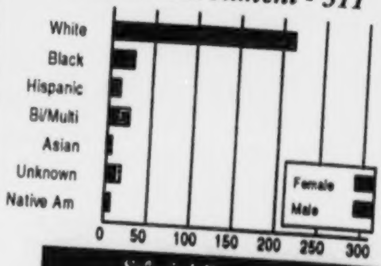
DoDEA Writing Assessment									
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	15	810.5	741.1	47%	47%	7%	0%	0%
5	96	26	774.9	741.9	50%	42%	8%	0%	0%
5	97	25	745.4	734.5	48%	44%	4%	0%	4%
8	96	31	831.9	770	55%	29%	16%	0%	0%
8	97	23	715	689	61%	30%	0%	4%	4%
10	96	20	838.5	798.9	55%	30%	15%	0%	0%
10	97	24	689.8	711.6	33%	42%	21%	0%	4%

Geilenkirchen,
Germany

Department of Defense Education Activity
Geilenkirchen Elementary School (K-6)
1996/97 School Profile
James Van Dierendonck, Principal

School Characteristics

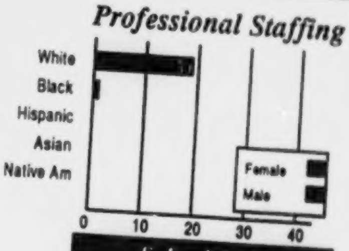
Student Enrollment - 311



Grade	#
K	45
1	51
2	47
3	41
4	50
5	30
6	47
Total	311

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	1%
Air Force	94%
Coast Guard	<.5%
Non-US Military	4%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	14	5%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	6
> 10	13

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	70%
Doctorate	5%

Principal's Highlights

The SIP emphasis this year continued the writing process, school/home partnership, increasing home/school communication, parent involvement with school, and increasing computer lab and classroom yse. Military personnel from the Base Computer Center assist the school in bringing the 26 new IBM PCs to functional level in short order. All youngsters and staff have benefited from the development of this computer lab.

All teaching staff have been trained and practiced using holistic scoring the development of rubrics to evaluate student writing. Geilenkirchen Elementary School educates a diverse group of students and is located on a NATO base. Students are often non-English speaking, or speak English as a second language. Although our school is housed in many different buildings, the faculty and staff work cohesively to service the student body and their parents.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

Students participated in all stages of the writing process and were assessed by writing to a prompt. A Young Authors' Celebration included an author visit and sharing of student published works with parents and students. Students used computers for all stages of the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Students whose computeration skill performance (as determined by teacher observation and assessment) fell within the lowest 25% of their class were chosen to participate in a 1/2 hr weekly computer reinforcement activity in the Apple Lab. Parent permission was required, and parent volunteers provided the supervision of those activities chosen for the students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies..

The school has established an envelope system for two way communication on a weekly basis. Mission Support Wing has continually assisted the computer program and will continue to do so. Conference days are scheduled with consideration of bas activities. Parent feedback has been very positive.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Pentium Lab has been partially installed. It has been adapted for partial use while waiting for networking. Classes used both our Apple and PC Labs The former lab was manned with volunteers the latter, PC Lab with a part-time computer specialist Media Center has been upgraded and expects to be LANed and on-line by September.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	4.11	3.70
Co-Supporters	4.0	3.67	3.31
Co-Learners	3.3	3.23	3.00
Co-Teachers	3.9	3.65	3.31
Co-Advisors	3.6	3.47	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

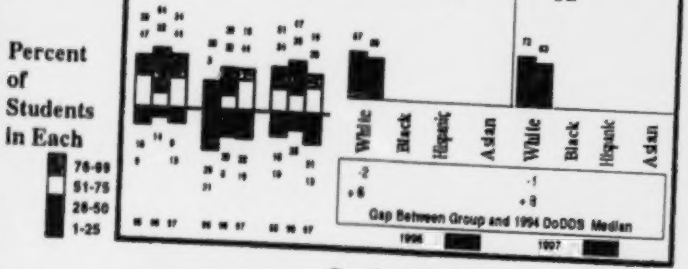
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Two-way communication was maintained through weekly SAC envelopes which contained newsletters, questionnaires, etc. Return of signed envelopes averaged 70-80%. Community and staff were introduced to the 5-Tier Framework during SAC and faculty presentations.

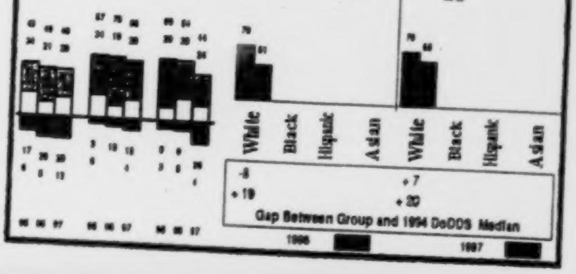
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64.5	57.5	56.5	49	61
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	32	32	32	32	32



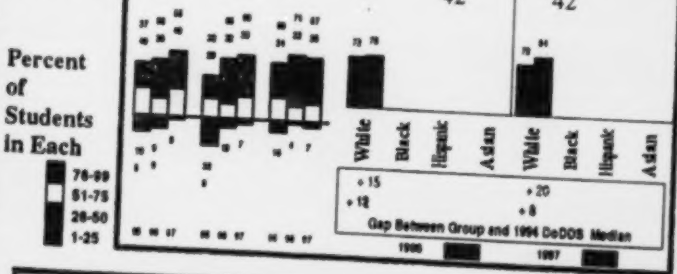
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.3	79	62	58	69.5
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	25	25	25	25	25



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	80.5	84	88	75.5	84
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	42	42	42	42	42



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gellenkirchen ES
UNIT 8045
APO AE 09104

DSN Phone:
Fax Number: 49-2451-66631
Commercial Phone:
49-2451-67725

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	32	752.6	741.1	22%	63%	9%	6%	0%
5	96	43	786.3	741.9	49%	49%	2%	0%	0%
5	97	26	745	734.5	19%	81%	0%	0%	0%

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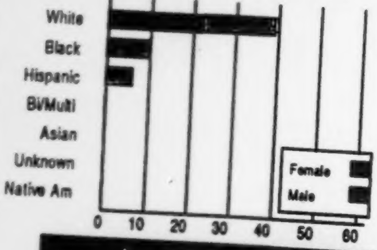
Meeuwen,
Belgium

Department of Defense Education Activity
Kleine Brogel Elementary School (K-6)
1996/97 School Profile
Steve Hain, Principal

School Characteristics

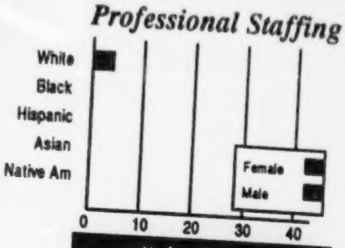
Student Enrollment - 55



Grade	#
K	10
1	10
2	6
3	7
4	8
5	5
6	9
Total	55

Sponsor Affiliation	
Marine	<.5%
Army	11%
Navy	<.5%
Air Force	89%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	5	9%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	5

Mobility Rate
23% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	4
Special Education	0.5
Other Professionals	0.5

Teacher Education

Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

Throughout the 1996-1997 school year, the Kleine Brogel Elementary School continued its quest and commitment to maintain our standard of excellence. It was the faculty, parents, and students' desire to make our school the finest small school in DoDEA. This positive school environment was a direct result of a nurturing faculty who provided a safe and secure atmosphere for every student. As a result of the faculty's dedication, the students made tremendous progress emotionally, socially, and academically.

The School Home Partnership was a valuable resource to the school. It provided us with supportive parents who routinely assisted with all aspects of the school. The School Home Partnership was evident in our PTO, SAC, and "volunteer programs" and will continue to be an integral part of the school.

We're proud of the accomplishments of our small staff of five and the benefits derived by our students from these accomplishments!

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies....

Since the entire staff was inserviced on the writing process method called Writer's Workshop last year all the students are well versed in how the writing process works. This year many students actually published their stories, poems, or articles in the newly formed school newspaper.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

This year the students articulated their thought processes written and/or verbally. All the students are becoming better at this difficult technique of thinking aloud, defending their answers, or convincing their classmates that the way they think is logical and correct.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

This year Friday's Notes, our weekly communication letter with the parents, monthly school calendars, individual teachers' newsletters, home projects to be done by families, open house, and an extensive parent volunteer program were successfully carried out. A teacher appreciation week was organized by the PTO and a volunteer appreciation apéritif was organized by the teachers.

Benchmark 10.8: Establish Technology for teachers and administrators..........

This school year all teachers have continued the use of computers in their individual classrooms and in the library. All students are word processing; K-2 with adult supervision and 3-6 independently. The third through sixth graders are learning keyboarding skills. Grades 1 and 2 are exploring art and graphics by using Kid Pix. Use of our new computers will begin next school year.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.4**	**4.11**	**3.70**
Co-Supporters	**3.8**	**3.67**	**3.31**
Co-Learners	**3.4**	**3.23**	**3.00**
Co-Teachers	**4.0**	**3.65**	**3.31**
Co-Advisors	**3.5**	**3.47**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

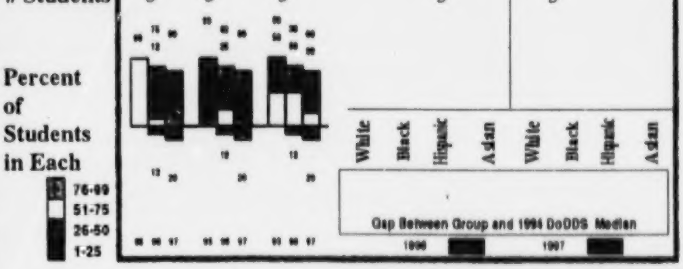
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Our school feels proudest in it's accomplishments in this category. Parental participation on all 5 tiers has greatly improved. Parents and teachers are really feeling as if we are truly partners in the students' education. The most visible change has been the addition of a parent volunteer room and library. The teachers most appreciated the extensive volunteer program.

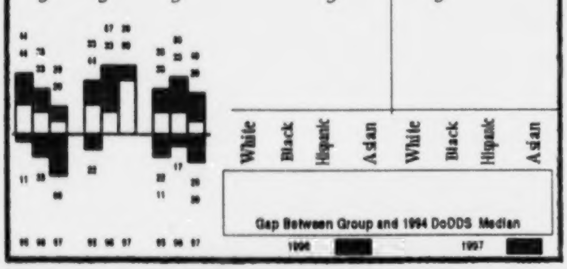
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1** Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School					
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	5	5	5	5	5



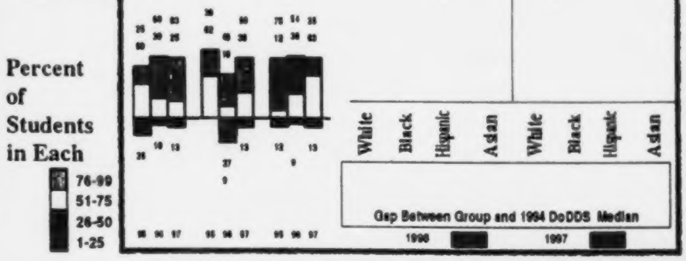
Grade 5

1997 Median Percentiles for:	**Benchmark 3.1** Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School					
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	5	5	5	5	5



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1** Read	 Lang	 Soc Stdy	**Benchmark 4.2** Math	 Science
School					
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	8	8	8	8	8



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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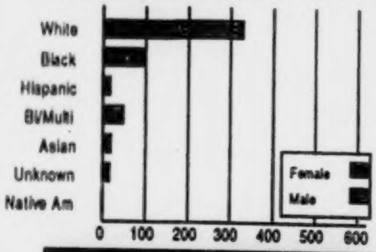
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						
5	95	9	*	741.1	0%	89%	11%	0%	0%	
5	96	7	*	741.9	43%	29%	29%	0%	0%	
5	97	6	735.3	734.5	33%	50%	17%	0%	0%	

SHAPE,
Belgium

Department of Defense Education Activity
SHAPE Elementary School (PK-6)
1996/97 School Profile
Linda L. Curtis, Principal

School Characteristics

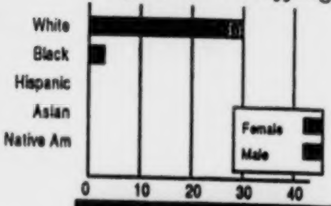
Student Enrollment - 527



Grade	#
PreK	8
K	72
1	73
2	70
3	66
4	93
5	80
6	65
Total	527

Sponsor Affiliation	
Marine	1%
Army	55%
Navy	4%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	12%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	58	11%
K-8	TAG	37	7%
K-12	ESL	55	11%
1	Reading Recovery	8	11%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	2
7-10	15
> 10	21

Mobility Rate
25% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	4.5
Other Professionals	7.5

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

SHAPE Elementary School was very successful this year in implementing all of the tiers of the Home-School Partnership. New programs this year included a mentor/student teaming with a military unit at Chievres. The same unit also provided training for 49% of teachers on the new Pentium technology. The many wonderful opportunities for parents to be involved with education last year continued, after teachers trained some volunteers in different areas of the curriculum.

The focus this year has been on fine tuning teaching strategies to the curriculum, and assessing the student progress. Staff development has been ongoing in all areas of technology; holistic scoring, teaching specific modes of writing, such as persuasive; math problem solving, Language Arts implementation, and Science Curriculum with its applications in the classroom.

Our international community here at SHAPE also provides a broader, global setting in which to enrich our students multiculturally.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies...

We focused on daily writing in the four main curricular areas, Reading, Math, Science, Social Studies. A comprehensive list of all types of assignments was compiled at each grade level, and a student sample from each area was collected each quarter.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Focus was on increasing math achievement of students through various training sessions for teachers in problem solving and communication strategies. CTBS scores for 3rd and 5th grades only could be compared to baseline data. No ethnic or gender statistics were available at this writing, but schoolwide scores remain above the DODEA percentile for Math and Science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We created a Strategic Plan Brochure outlining our goals and widely distributed it at Parent Orientation and Conferences. We continued our successful weekly parent newsletter and began to add return responses to encourage two-way communication. A parent survey at Nov. Conference time indicated that information was getting home about 93% of the time.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Staff development was again our focus to prepare teachers for integrating the technology in student assignments and projects. Pentium computers are on site, awaiting the lab to be fitted. Training has begun during study groups, 2 days of specific training with a military unit as mentors, and the half time computer teacher to assist teachers and students in the MAC Lab.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	4.11	3.70
Co-Supporters	3.6	3.67	3.31
Co-Learners	3.0	3.23	3.00
Co-Teachers	3.8	3.65	3.31
Co-Advisors	3.6	3.47	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

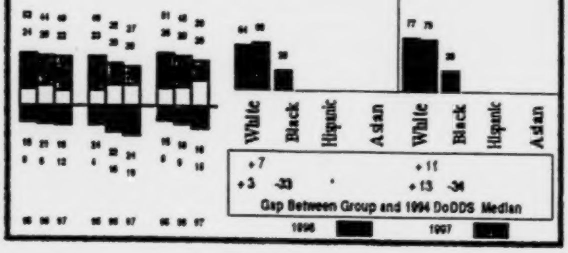
Increased two-way communication between parents and teachers was our focus this year. Two additional conference days were added to the calendar and 82% of parents invited came. These days were also very beneficial for resource teachers to collaborate with classroom teachers. The daily assignment journal was also beneficial in promoting daily communication.

Grade 3

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	75	55	62	80.8	75
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	67	67	65	64	66

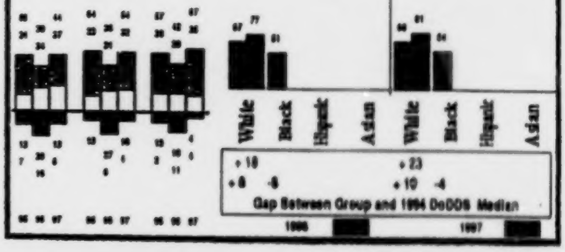
Percent of Students in Each

■ 76-99
□ 51-75
■ 26-50
■ 1-25



Grade 5

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	72.2	79	85.3	71	76
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	79	79	79	79	79

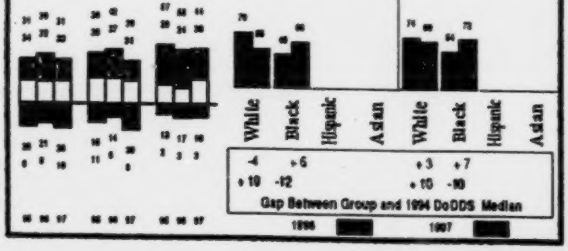


Grade 6

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	62.7	56.4	72.3	62.7	68
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	61	61	61	61	61

Percent of Students in Each

■ 76-99
□ 51-75
■ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	69	744.8	741.1	15%	62%	16%	7%	0%
5	96	61	727.4	741.9	26%	56%	13%	3%	2%
5	97	85	752.8	734.5	41%	49%	4%	6%	0%

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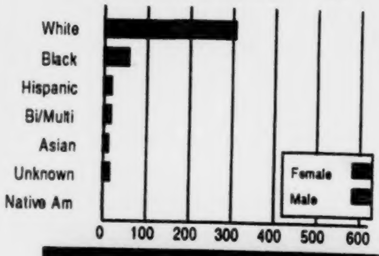
SHAPE,
Belgium

Department of Defense Education Activity
SHAPE Junior High/High School (7-12)
1996/97 School Profile
Barbara Ferg-Carter, Principal

School Characteristics

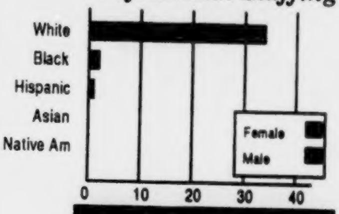
Student Enrollment - 427



Grade	#
7	73
8	83
9	75
10	72
11	73
12	51
Total	427

Sponsor Affiliation	
Marine	1%
Army	35%
Navy	4%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	26%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	19	4%
K-8	TAG	N/A	N/A
K-12	ESL	57	13%
1	Reading Recovery	N/A	N/A
7-12	AVID	31	
AP Courses Offered		10	
Students Taking AP Courses		58	47%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	5
7-10	1
> 10	32

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	68%
Doctorate	0%

Principal's Highlights

The school climate and community interaction are extremely positive, generating exceptional student achievement and a strong sense of family. Over 100 parents, teachers, and students traveled by bus, plane, and car to help our football team win the Division II Championship at Aviano, Italy. During each sports season, 60% of our athletes are on the Honor Roll. Our JROTC Unit was honored as Meritorious. The Color Guard and its Commander took 1st Place at the Drill Team Competition. Two Seniors were named National Merit Scholarship Finalists. Three Juniors were recognized for PSAT Selection Index Scores. Eight students were named Advanced Placement Scholars, three with Distinction and one with Honors. More than 80% of our students scored "Proficient" or "Distinguished" on the systemwide Writing Assessment. The spring drama production involved more than 100 students and parents. The international members of our student body, including the six Partnership for Peace students, are very active in our school; for example, our Valedictorian is German. Our three AVID Seniors have been accepted at colleges and universities. We were adopted by the Area Support Group at the nearby U.S. base. The evolving mutual commitment and sense of purpose of the SAC and SILT have set the tone for the entire school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...
We established and are in the process of implementing a Computer Writing Center. Teachers are using training in writing through computers to increase students' active participation. Pre- and post-surveys indicate that students are writing regularly in every subject. Student interest in rigorous courses resulted in additional honors and advanced placement classes.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps
We are focusing on diversifying instructional strategies (to include the use of computer and audio-visual technology), buttressing the support system for all students (to include the use of AVID strategies and Academic Study & Coaching), and offering additional rigorous math and science courses to match increased student interest.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Our focus is on improved two-way communication at all levels: the school newsletter, open house, parent conferences, progress reports, increased telephone communication, awards ceremonies, extensive volunteer program, JROTC Dining Out, Color and Honor Guard, School-Home Partnership Program, School Improvement team, and School Advisory Council.

Benchmark 10.8: Establish Technology for teachers and administrators.........
Four of the five staff development opportunities this year concentrated on technology training. Teachers are utilizing training on the use of CD ROMS, InteGrade, PowerPoint, Word-Processing and tutorial disks, e:mail, MicroSoft Publisher, DOS Commands, and installing and deleting software. The LAN and Internet are in planning stages school-wide.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.9	3.67	3.31
Co-Learners	3.2	3.23	3.00
Co-Teachers	3.5	3.65	3.31
Co-Advisors	4.0	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

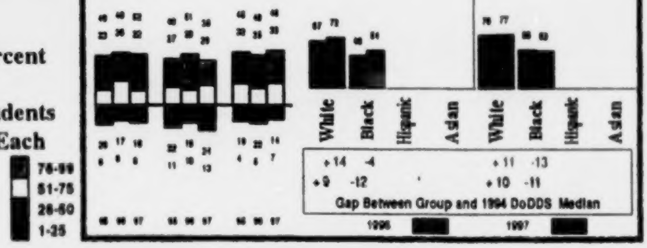
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

An extremely active volunteer program exists at the school. The Boosters' Club, PTSA, Scholarship Committee, School Advisory Council and their respective sub-committees involve approximately 300 parents and community members. Efforts exist to provide co-learning and co-teaching opportunities, as well as co-communicating through the school newsletter.

Grade 7

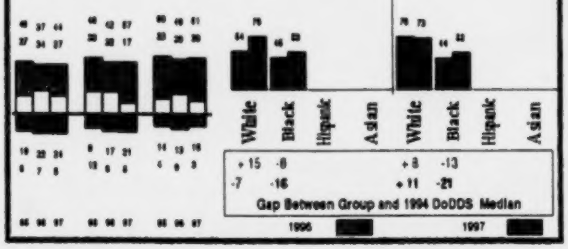
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	80	68.8	73.3	65.5	73
District	72.8	72.4	71.8	64	70.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	73	72	72	72	71

Percent of Students in Each



Grade 9

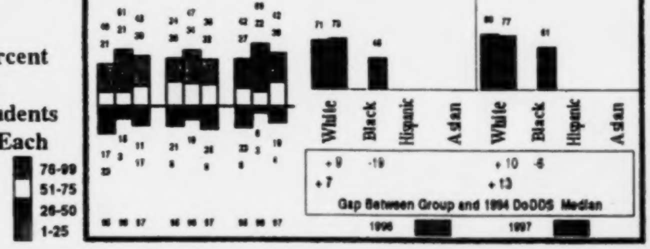
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	70.3	78	85.3	72.7	69
District	71.8	78.6	83.4	65.9	72.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	59	58	59	58	59



Grade 11

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	70	63.8	71	70	75.5
District	72.3	65.5	75.6	67.6	75.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	54	53	53	53	54

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	46%	60%	62%	41%
	97	55%	54%	63%	41%
Math Avg Score	96	497	526	506	508
	97	547	536	505	511
Verbal Avg Score	96	496	525	518	505
	97	531	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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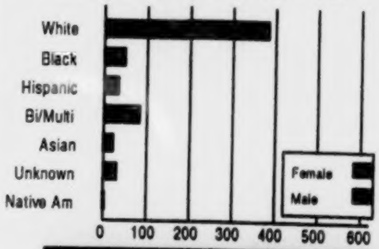
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	58	810.6	767.6	52%	26%	14%	9%	0%
8	96	77	756	770	18%	29%	43%	9%	1%
8	97	70	711.5	689	33%	54%	9%	4%	0%
10	95	54	763.6	792.8	22%	46%	20%	6%	2%
10	96	64	804	798.9	27%	52%	17%	5%	0%
10	97	61	706.5	711.6	46%	36%	15%	0%	3%

Spangdahlem,
Germany

Department of Defense Education Activity
Spangdahlem Elementary School (PK-4)
1996/97 School Profile
Dee Ann Edwards, Principal

School Characteristics

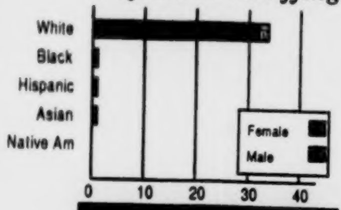
Student Enrollment - 607



Grade	#
PreK	27
K	103
1	141
2	98
3	117
4	121
Total	607

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	97%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	63	10%
K-8	TAG	N/A	N/A
K-12	ESL	24	4%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	32

Mobility Rate
27% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	4
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	41%
MA/MS	57%
Doctorate	3%

Principal's Highlights

The School Improvement Leadership team, composed of grade level chairs, parents, and a school appointed Chair, takes its guidance from the school's infrastructure of three major committees, Math, Language Arts, and Technology. SILT decisions are based on recommendations from each group.

Analysis of the March 1997 CTBS and TerraNova scores for 3rd and 4th grades indicate students continue to perform well above the National Average in all subject areas. Previous focus of benchmark goals positively influenced student learning; adjustments to local goals are based on student learning during the past school year.

Teacher growth has been addressed through provision of college credit and through weekly lab attendance with the homeroom class. The Pentium Lab has been the core of the technology goals, but those goals are also supported by the changing role of the Media Center as it becomes the Technological heart of the school under the Resource Based Learning Curriculum. School-Home leadership has assumed major roles in training. A Parent Center to expand the relationship is under consideration.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies...

Under Benchmark 3.1, our focus is to improve student achievement in writing. Students experience writing and editing sentences weekly. Data is being collected and analyzed for written responses on the pre/post assessments. SIP Day training includes Literacy Place implementation and application of writing rubrics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Our Benchmark 4.2 plan is to narrow the student achievement gap in math problem solving. Students practice problem solving and write solutions using numbers and/or words. Data is being collected and analyzed on the pre/post assessments to measure student growth in math problem solving.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication about SES is accomplished through: "Parent Page" (bi-monthly newsletter), "Parent Power" (monthly math newsletter), AFN Dolphin Digest, daily homework/behavior folders, parent conferences, and progress reports.

Benchmark 10.8: Establish Technology for teachers and administrators.........

The focus for Benchmark 10.8 is to improve student key boarding skills. Computer teachers teach all students and teachers at least weekly in the Pentium Lab. Grade level mastery objectives are applied; assessments of 3rd and 4th graders' achievement is on-going.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	4.11	3.70
Co-Supporters	3.8	3.67	3.31
Co-Learners	3.4	3.23	3.00
Co-Teachers	3.2	3.65	3.31
Co-Advisors	3.1	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

The School/Home Key Communicators and PTSA, working with the math, language arts, and technology committees, sponsor curriculum activities for teachers, students, and parents. Co-learning and co-teaching activities for collaborative learning strategies are included in the calendar. Parents complete surveys in November and May.

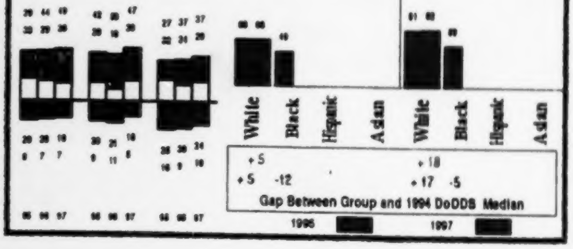
Grade 3

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72	73	69	65.6	77
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	109	109	109	109	109

Percent of Students in Each

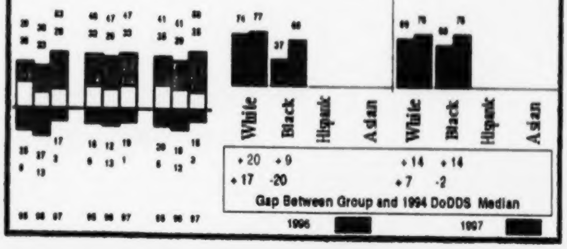
- ▇ 76-99
- ☐ 51-75
- ▇ 26-50
- ▇ 1-25



Grade 4

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76.7	72.7	81.3	74.6	75.4
District	73.5	69.4	73.5	70.1	69.1
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	106	106	106	106	106



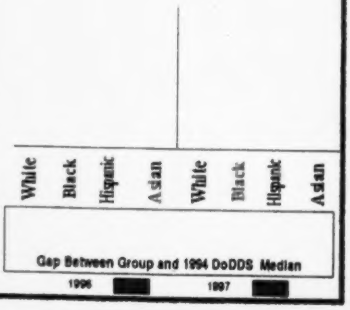
1997 Median Percentiles for: School, District, DoDDS, Nation, # Students

Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science

Percent of Students in Each

- ▇ 76-99
- ☐ 51-75
- ▇ 26-50
- ▇ 1-25

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
49-6565-4033

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					

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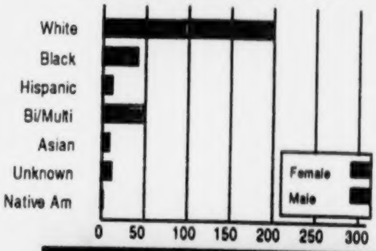
Spangdahlem,
Germany

Department of Defense Education Activity
Spangdahlem Middle School (5-8)
1996/97 School Profile
Donna Warner, Principal

School Characteristics

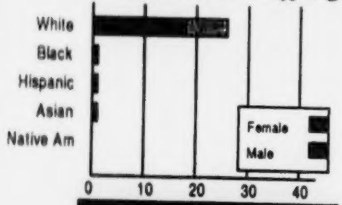
Student Enrollment - 324



Grade	#
5	89
6	92
7	77
8	66
Total	324

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	94%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	25	8%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	46	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	1
7-10	1
> 10	24

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	1.5
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

Principal's Highlights

Established in 1990, Spangdahlem Middle School enrolls 330 students in grades five through eight. Our classes are organized around the Block-8 schedule. Classes are 85 minutes each and meet on alternate days. The longer class periods allow for more in-depth lessons. A seminar period of 85 minutes is held twice a week with the first 25 minutes being dedicated to traditional Prime-time activities. Students use the remaining 60 minutes to seek help, do makeup work, and explore enrichment activities. A strong mentor program with the military community provides many opportunities for students. Twice weekly, during seminar, over sixty military personnel work for an hour with assigned students to help improve their grades and self-image. Mentors also conduct a Career Day for their students.

SMS provides a strong core of academic classes as well as a wide variety of electives. These include an excellent music program, a profit making business enterprise, and thriving AVID classes.

Many extracurricular activities that complement our students' educational experiences are offered. These include NJHS, Odyssey of the Mind, Intramural Sports, Newspaper, Computer/Chess Club and Yearbook.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

This year has been dedicated to two areas. This first was to have the faculty work together to increase students' reading skills and to develop reading opportunities across the curriculum. The second was to research and/or develop an in-house reading skills test. We have maintained SSR school-wide twice a week and keep the media center open during the summer.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

We have a problem of the Week Contest on math problems from all subject areas. AFN TV broadcasts families math puzzles call Math Mayhem. Quarterly family math meeting are conducted. Students are assessed in math and those demonstrating deficiencies receive instruction in a tutorial during seminar until the weakness is eliminated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly parent newsletters, recently redesigned, are mailed home. AFRTS Radio and TV provides weekly updates of school activities on "Bulldog's Bark". Student progress reports are mailed to parents at the 5 week mark as an interim report card. Parent conferences are held twice a year by grade level teams and upon request.

Benchmark 10.8: Establish Technology for teachers and administrators.

Computer training has continued throughout the year with emphasis on Word 6.0 and InteGrade. Teachers all have Pentium computers with CD-ROM in their classrooms. A Pentium computer lab is designed and a waiting rewiring and furniture. Our media center has 9 computers for student use. 6th and 7th grade teams have required cross curricular projects to be word-processed.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.3	3.67	3.31
Co-Learners	2.9	3.23	3.00
Co-Teachers	3.3	3.65	3.31
Co-Advisors	3.1	3.47	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

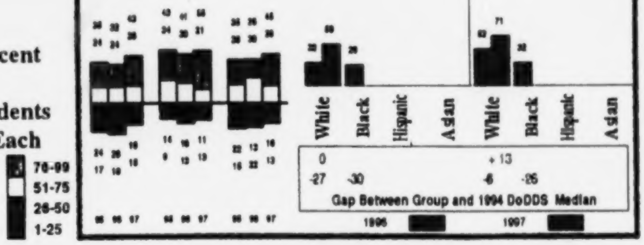
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

A parent/teacher team was trained this year to help build a true school-home partnership. Our mentor program has over 60 active duty military paired with students, whom they meet with for one hour a week. Our PTSA held a book fair as well as holiday gift sales. Art is displayed throughout the community. Parents co-sponsor Odyssey of the Mind.

Grade 5

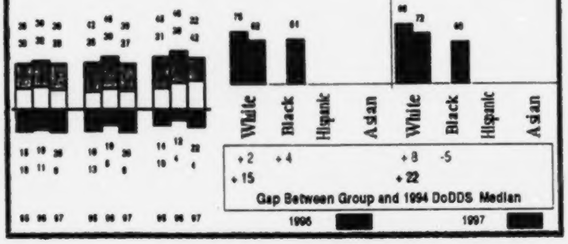
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70.5	80	73.8	54.3	65.8
District	68.5	75.6	73.3	62	66.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	80	80	80	80	80

Percent of Students in Each



Grade 6

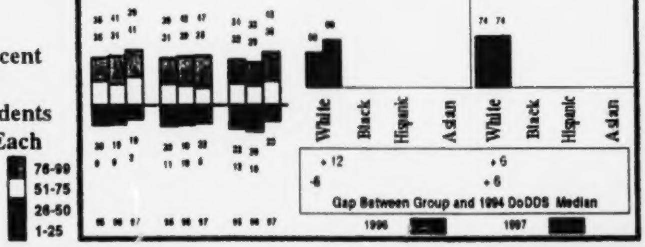
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.7	63	67.4	63.3	67.4
District	68.8	69.2	71.4	68	68.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	85	85	85	85	84



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71.2	74	71	54.3	65.3
District	70.7	74.7	75.2	68.3	70.2
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	59	59	60	60	60

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	54%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

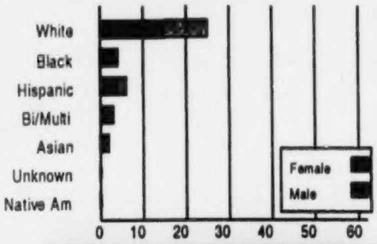
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	94	767	741.1	31%	53%	12%	3%	0%
5	96	86	759.3	741.9	44%	48%	7%	0%	0%
5	97	76	766.6	734.5	50%	43%	5%	0%	1%
8	95	60	771.7	767.6	32%	20%	32%	17%	0%
8	96	62	778.4	770	23%	39%	29%	10%	0%
8	97	55	711.7	689	49%	36%	11%	2%	2%

Volkel,
The Netherlands

Department of Defense Education Activity
Volkel Elementary School (K-5)
1996/97 School Profile
Joseph Wertheimer, Principal

School Characteristics

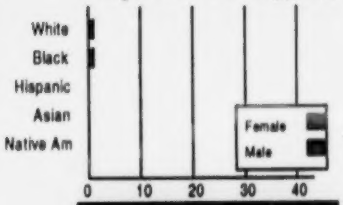
Student Enrollment - 40



Grade	#
K	9
1	8
2	4
3	8
4	4
5	5
Total	40

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	N/A	N/A
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	0	0%
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
>10	2

Mobility Rate
33% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	3
Special Education	0
Other Professionals	0.5

Teacher Education

Degree	% Teachers
BA/BS	100%
MA/MS	0%
Doctorate	0%

Principal's Highlights

Volkel Elementary School serves the families of the 752d MUNSS in the Netherlands and the Kalkar Military Community in Germany. We are one of the smallest, if not the smallest schools remaining in DoDEA. It is this smallness that is our greatest strength. In our three multi-age classrooms, great learning goes on each day.

Volkel is staffed by 2.5 professional teachers, a teaching principal, a half time Host Nation teacher, and a half time secretary/supply clerk. Apart from the normal academic program, we provide Math Olympiads, Swimming, Student Council, Computers, and Media.

We have an extremely supportive and active Booster Club. The club funds all costs for students and teachers on Study Trips and also provides a monthly Hot lunch for the students.

Much of our instruction is based on thematic units which include projects, reports and presentations. All students are familiar with and use the technology available in the classrooms and in our computer lab to complete assignments.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.

The process of writing and techniques of writing have been stressed this year. Students have used the computers available to produce finished products of fine quality.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The math curriculum has received increased emphasis this year. Problem solving techniques have been stressed in the Primary II Center and the Intermediate Center. All students in grades 4 to 6 have participated in Math Olympiads.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school stays in close contact with our DSO and attempts to offer our students the same opportunities as they would receive at a larger elementary school. Family Math Nights were well attended as well as the Annual Small Schools Sports Day.

Benchmark 10.8: Establish Technology for teachers and administrators.

New computers have been received and all staff members feel comfortable with their use. We are now connected to the base E-Mail system, and therefore, we can reach parents at their worksites. We are also kept more aware of base activities with the same system..

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	4.11	3.70
Co-Supporters	3.3	3.67	3.31
Co-Learners	2.5	3.23	3.00
Co-Teachers	3.5	3.65	3.31
Co-Advisors	2.8	3.47	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

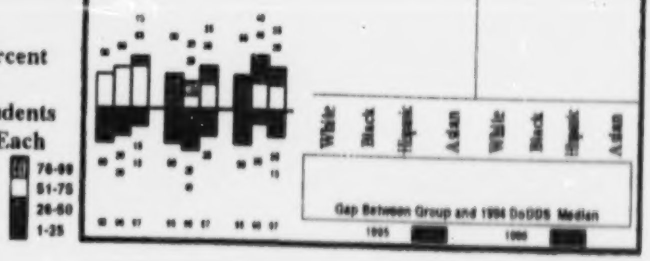
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parental participation by a small core group of parents is very high; it is a very rare day that does not find a parent volunteer in the school. We find it difficult to have parents from both of our communities involved. More needs to be done.

Grade 3

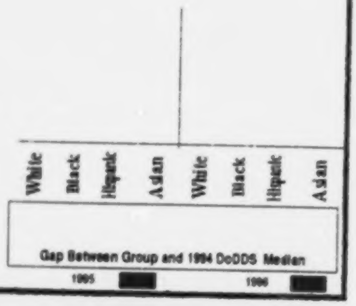
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	71.4	65.2	65.5	67.1	70.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	8	8	8	8	8

Percent of Students in Each



Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science

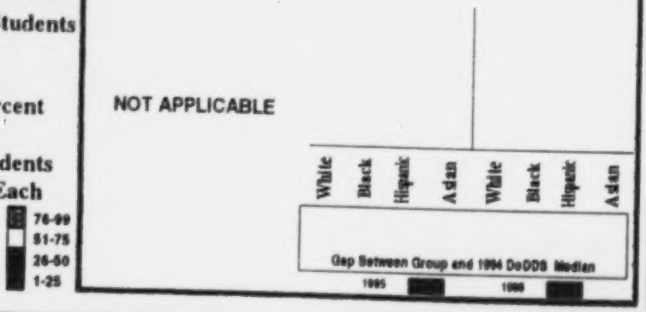
NOT APPLICABLE



1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
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	97	NA	536	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	529	515	505

Notes

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CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
31-4132-74285

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	97	6	791.8	734.5	33%	67%	0%	0%	0%

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SECTION D

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HEIDELBERG DISTRICT
1996-1997

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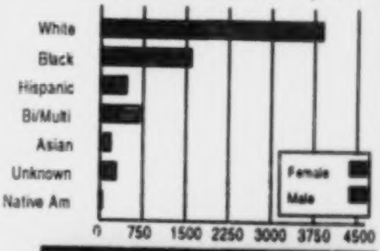
Department of Defense Education Activity
Heidelberg District
1996/97 Profile
Joan Wilcox, Superintendent

District Characteristics

Student Enrollment - 7,179



Special Programs			
Grade Offered	Program		
PK-12	Special Education	587	8%
K-8	TAG	518	9%
K-12	ESL	133	2%
1	Reading Recovery	34	5%
7-12	AVID	250	[illegible]
Students Taking AP Courses		219	38%

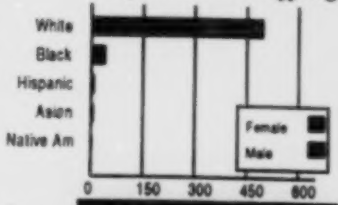
Grade	
PreK	99
K	677
1	694
2	697
3	648
4	598
5	625
6	558
7	529
8	553
9	479
10	447
11	308
12	267
Total	7179

Sponsor Affiliation	
Marine	2%
Army	68%
Navy	3%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	10
1-3	15
4-6	26
7-10	47
> 10	439

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	27
Classroom Teachers	387.5
Special Education	48
Other Professionals	101

Teacher Education	
Degree	% Teachers
BA/BS	23 %
MA/MS	76 %
Doctorate	1 %

Superintendent's Highlights

Because of the Heidelberg District commitment to student achievement and equity, we have continued our Educational Summit Initiative. This year, two district-wide Educational Summits were held. The Elementary Summit involved 58 educators and 37 parents and community members. The Secondary Summit involved 53 educators, 67 parents and community members, and 21 students. These stakeholders worked together to find ways to promote achievement and prevent failure for students attending district schools.

One major outcome of the summits is the establishment of Mentorship Programs for all schools. These programs have involved 553 mentees, 335 peer mentors, 72 teacher mentors, and 110 community mentors in this first year of adoption.

Another area of focus has been on analyzing success/failure rates of our students relating to grade distribution. Initial data collection indicate of all grades issued, 4.2% are "F". Efforts will continue to reduce this rate. Success for ALL students is our goal.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Grade seven showed a decrease in the number of students in the lower quartile for both language arts and social studies by 21% or more. Grades 3,5,7,&9 had an increase in the percentage of students which moved up into the 75th quartile. In grade 5 there was a 12% increase in the number of students who achieved the "distinguished" level on the DoDEA Writing Assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

We are continuing to emphasize "hands-on" math and science instruction in order for students to develop concepts. Concept themes were developed to integrate the curriculum for K-6 to help students make connections. The focus on narrowing the gap continues with 17% gap reduction noted for African-Americans in math and science in grades 7 and 11.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Extensive support for the administrative programs (MS-Office, cc:Mail, TSS, DSAMMS, EDT, and T&A) have been continued. CC:Mail is available for all personnel. We are working to obtain INTERNET access for all schools and home pages are being developed at 16 sites. A program testing an automatic answering computer for school-home communication is being developed.

Benchmark 10.8: Establish Technology for teachers and administrators

Five more elementary schools received new multi-media labs and four more media centers upgrades were completed. Three high schools and the DSO received Novell 4.1 servers. Four schools in two complexes will have a WAN installed this summer. Multiple one-day workshops, college courses, and summer training sessions were available to all staff (549 participated).

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Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.86	3.70
Co-Supporters	3.44	3.31
Co-Learners	3.17	3.00
Co-Teachers	3.54	3.31
Co-Advisors	3.22	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

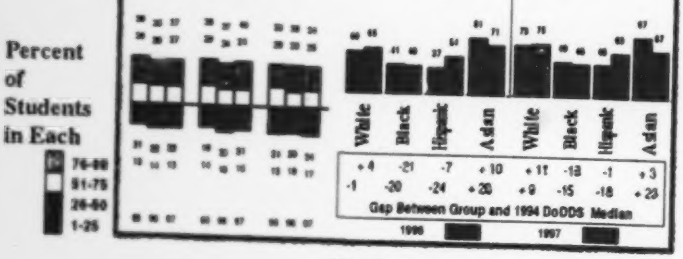
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

A district-wide mentoring program, involving schools and community stakeholders was initiated. The district planned and hosted a European S/HP conference for 180 counselors, psychologists, nurses, community/military representatives, and parents. SHP activities appropriate for school communities and families were conducted in all locations.

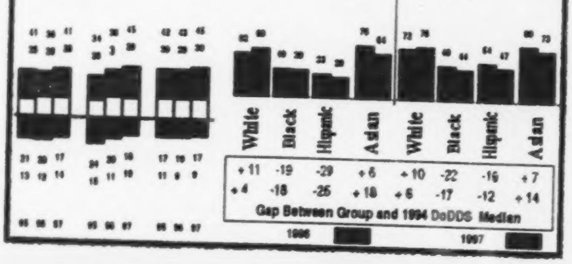
Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	631	628	629	630	630



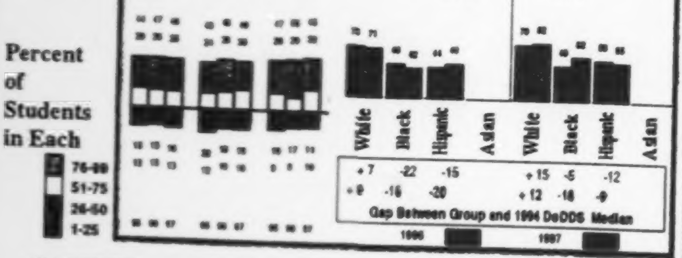
Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
District	67.8	70.7	72.8	57.2	69.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	496	501	494	501	494



Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	72.5	69.4	72.8	63.4	75.2
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	274	269	275	276	271



SAT Results		District	DoDDS	Nation
% Participating	96	67%	62%	41%
	97	70%	63%	41%
Math Avg Score	96	504	506	508
	97	513	505	511
Verbal Avg Score	96	526	518	505
	97	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Heidelberg District
Attn: Joan Wilcox
Unit 29237
APO AE 09102

DSN Phone: 370-7192
Fax Number: 49-6221-761883
Commercial Phone:
49-6221-768081

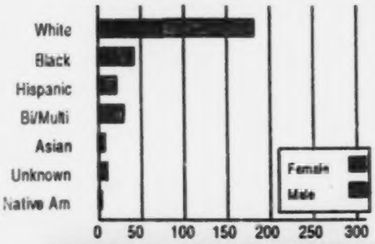
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	635	742.1	741.1	18%	61%	12%	7%	2%
5	96	564	745.0	741.9	31%	56%	12%	1%	0%
5	97	572	739.7	734.5	31%	59%	7%	3%	0%
8	95	505	771.0	767.6	37%	17%	31%	14%	1%
8	96	444	757.6	770	18%	39%	34%	7%	2%
8	97	487	679.3	689	36%	40%	15%	4%	4%
10	95	384	795.7	792.8	26%	39%	20%	14%	0%
10	96	318	787.3	798.9	25%	40%	26%	9%	0%
10	97	393	707.3	711.6	42%	-36%	14%	6%	1%

Augsburg, Germany

Department of Defense Education Activity
Augsburg Elementary School (PK-6)
1996/97 School Profile
Linda McCauley, Principal

School Characteristics

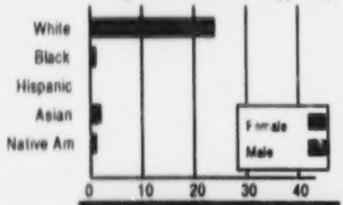
Student Enrollment - 296



Grade	#
PreK	5
K	46
1	62
2	45
3	39
4	33
5	35
6	31
Total	296

Sponsor Affiliation	
Marine	<.5%
Army	84%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	36	12%
K-8	TAG	52	18%
K-12	ESL	12	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	0
1-3	0
4-6	0
7-10	4
> 10	20

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14.5
Special Education	3.5
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	11%
MA/MS	89%
Doctorate	0%

Principal's Highlights

During SY 96-97 the enrollment at Augsburg Elementary averaged 285, a decrease of 45 students over last year. We also lost 3.5 teacher and specialists positions and several aide hours from the previous school year. However, we were able to maintain a low pupil-teacher ratio by creating two combination classes.

While it was announced that Augsburg will close in June '98, the faculty did not let these issues distract them from their role of educating the community's children. They added the strategy of Curriculum Integration to the plans for benchmarks 3.1, 4.2 and 10.8, and continued with the major strategies of increasing communication, implementing DoDDS standards and broadening parent participation, as well as increasing their own proficiency with technology

Our greatest success has been in 8.1, where we had more than one and a half volunteer hours donated per student in seven of nine months.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

According to our spring '97 CTBS scores, the greatest improvement has been reading with both the percentage of students >75% increasing and <26% decreasing at both 3rd and 5th grades from the previous year. More than 25% of students submitted literary works to SHOWCASE. 86% of 5th grade scored at or above the proficient level on DoDEA writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The median national percentile for each grade level went up in spring '97. The scores from spring '96 showed that 4th grade had made the best progress across the board in closing the gap. The gap for black students was lowered for grades 4 and 5. The daily computation review combined with Mathland implementation seems to be making a difference.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School homepage on the World Wide Web is frequently updated. Continued bi-weekly parent newsletter and student published newsletter. School activities reported in community newspaper. Classroom newsletters were encouraged. Armed Forces Network was used to announce school events.

Benchmark 10.8: Establish Technology for teachers and administrators.

Every teacher has received training in the use of technology and feels more comfortable using computers in the classroom. Technology and computer access and use have continued to be a high priority with most of the staff. The imminent closure of the school and cancellation of computer hard and software upgrades have brought future plans to a slow pace.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.86	3.70
Co-Supporters	4.0	3.44	3.31
Co-Learners	3.5	3.17	3.00
Co-Teachers	3.5	3.54	3.31
Co-Advisors	3.4	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

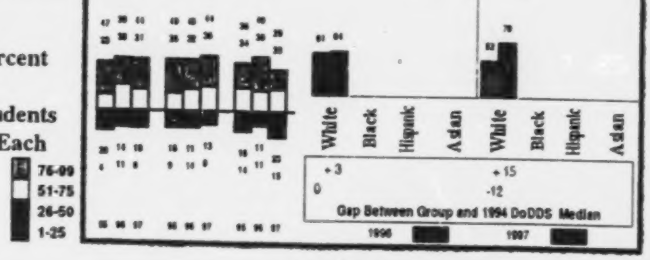
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

We reached our goal of getting parents to volunteer one hour per month for each student enrolled in seven of the nine months this year. We had a total of over 3200 hours volunteered, and increase of 200% from SY 95-96. The mentor program was piloted this spring and we plan for expansion next year.

Grade 3

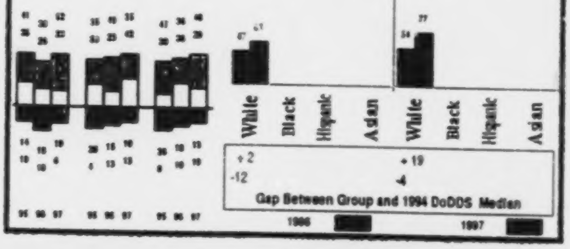
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.7	71	65	58.3	70
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each



Grade 5

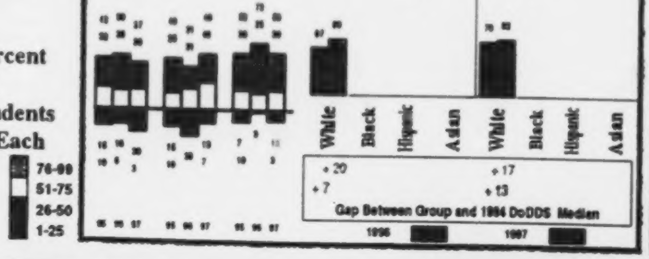
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	67	75	50.7	69.7
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	31	31	31	31	31



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.7	70.3	77	70.7	72
District	65.6	67.1	69.7	64	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	30	30	30	30	30

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Augsburg ES
UNIT 25001
APO AE 09178

DSN Phone: 435-6304/7227
Fax Number: 49-821-4444010
Commercial Phone:
49-821-409347

DoDEA Writing Assessment

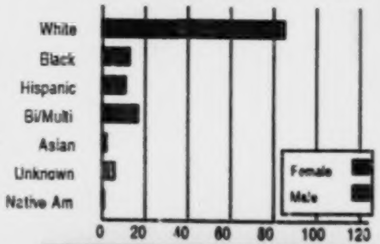
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	50	750.2	741.1	12%	76%	8%	4%	0%
5	96	40	738.2	741.9	25%	63%	13%	0%	0%
5	97	28	733.4	734.5	32%	54%	7%	7%	0%

Augsburg, Germany

Department of Defense Education Activity
Augsburg High School (7-12)
1996/97 School Profile
Olaf Zwicker, Principal

School Characteristics

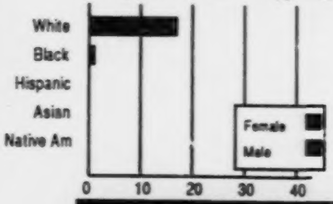
Student Enrollment - 135



Grade	#
7	31
8	26
9	19
10	30
11	18
12	11
Total	135

Sponsor Affiliation	
Marine	<.5%
Army	68%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program		
PK-12	Special Education	6	4%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	33	
AP Courses Offered		3	
Students Taking AP Courses		12	41%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	17

Mobility Rate
30% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	11%
MA/MS	89%
Doctorate	0%

Principal's Highlights

What has been feared for the past four years was made official by the Department of the Army 15 April 97. The community will be closed at the conclusion of the 97-98 SY. Despite this unwelcome news, the faculty, students and community have worked hard to live up to the Blue Ribbon status we earned last year. We have virtually eliminated failure among our students.

We have closed the gap of achievement among the racial and ethnic groups and all grade levels have scored well above the national average on the systemwide standardized tests, the Comprehensive Tests of Basic Skills (CTBS). Augsburg is one of the few high school that still offers a comprehensive program including automotive technology, industrial technology, home economics, along with a number of Advanced Placement (AP) courses. We have established a mentorship program involving parents, soldiers, and community members. Our School-Home Partnership initiatives have accounted for approximately 2,000 hours of contact time between the school and community.

Our goal for SY 97-98 is to honor our school and community and make the last year memorable for our students, community, and staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

SSR continues to be incorporated into the reading and language arts curriculum and encouraged within seminar sessions. Time-management and notetaking have become "institutionalized" throughout the subject areas to include math and science. School-wide study trips to Munich, Garmisch, and the surrounding area have placed an emphasis upon the host-nation culture.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Enrollment of minorities and females is between 50-75% in upper level science & math courses. Strategies that are "often" used are: Cooperative learning, lab sessions, and practical applications by 71%; reading & writing by 64%; use of study groups by 64%; and a variety of grading assessments by 86% of the teachers. Only 1 minority student had an "F" in either math or science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An effective communication system improved distribution of information. The Apache Review featured subject specific information on a monthly basis. Midterm progress reports, parent report card pick-up and electronic communication further improved participation. Parents were also involved in or had input in the sexual harassment program and the sex education program.

Benchmark 10.8: Establish Technology for teachers and administrators.

During this past year we established our school home page, connected a couple of classrooms to the Internet, expanded our E-Mail system within the school to include every student in school, and completed the connection of at least one computer in every classroom connected to the LAN. Every student now has access to a computer on a need basis, and the Media Center was computerized.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.5	3.86	3.70
Co-Supporters	4.0	3.44	3.31
Co-Learners	3.9	3.17	3.00
Co-Teachers	4.0	3.54	3.31
Co-Advisors	3.4	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

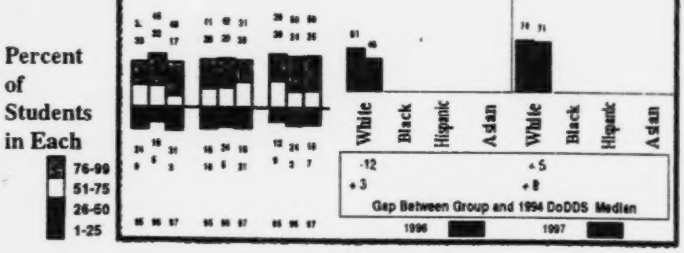
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Increased home-school cooperation in sharing information, support of activities, learning activities, partnership in curricular and extra-curricular area and in the decision making process. Mentorship program, pop quiz show, several school/community ethnic luncheons, and the clothing drive are a few examples of the continued effort to improve this area.

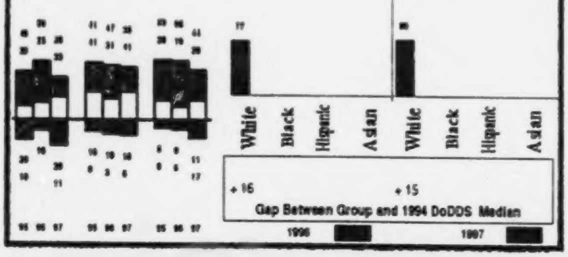
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	74	62.3	74.5	44.5	70
District	67.8	70.7	72.8	57.2	69.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	29	29	28	28	28



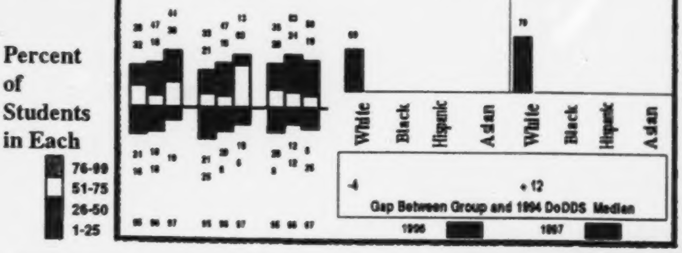
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59	59	69	55	69.5
District	67.7	73.5	78.8	60.2	69.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	18	17	18	18	18



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70.3	57	76	56	76.5
District	72.5	69.4	72.8	63.4	75.2
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	16	16	16	16	16



SAT Results		School	District	DoDDS	Nation
% Participating	96	100%	67%	62%	41%
	97	100%	70%	63%	41%
Math Avg Score	96	459	504	506	508
	97	471	513	505	511
Verbal Avg Score	96	484	526	518	505
	97	498	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Augsburg HS
UNIT 25001
APO AE 09178

DSN Phone: 435-6601/6655
Fax Number: 49-821-4445504
Commercial Phone:
49-821-407-473

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	22	827	767.6	68%	14%	14%	5%	0%
8	96	25	790.1	770	16%	56%	28%	0%	0%
8	97	22	660.6	689	18%	50%	14%	14%	4%
10	95	27	796.1	792.8	37%	33%	22%	4%	4%
10	96	24	825.4	798.9	42%	46%	13%	0%	0%
10	97	24	692.9	711.6	25%	42%	25%	8%	0%

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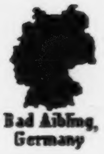
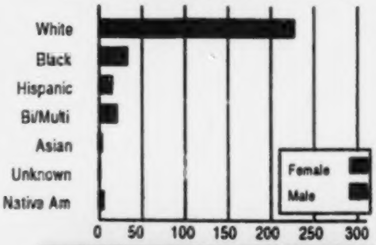

Bad Aibling, Germany

Department of Defense Education Activity
Bad Aibling Elementary/High School (K-12)
1996/97 School Profile
Roger E. Youngman, Principal

School Characteristics

Student Enrollment - 306



Grade	#
K	39
1	34
2	25
3	25
4	25
5	23
6	19
7	25
8	31
9	15
10	15
11	18
12	12
Total	306

Sponsor Affiliation	
Marine	<.5%
Army	29%
Navy	8%
Air Force	16%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	<.5%

Special Programs

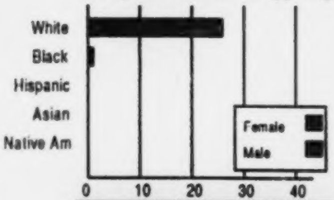
Grade Offered	Program	#	%
PK-12	Special Education	15	5%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		7	
Students Taking AP Courses		17	57%

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	0
7-10	2
> 10	23

Mobility Rate
19% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	19.5
Special Education	1
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	63%
Doctorate	4%

Principal's Highlights

Located at the foot of the Bavarian Alps, Bad Aibling Elementary/High School is one of DoDEA's most technologically up-to-date schools. There is a LAN system for all 35 classrooms and administrative offices. The Media Center has installed a Pentium upgrade which has CD applications and Internet access. These capabilities will be accessible from all classrooms in the future. Two computer labs offer all student access to cc:mail and the Internet, and the ability to word process assignments and correspond with teachers.

Teachers regularly take classes to the computer labs for assignments and research. Every elementary classroom has a Pentium computer available to the students. Every teacher has a computer for their use in the classroom. 98% of the students have a positive attitude towards the integration of technology into the curriculum. 100% of the staff has received technology training and a marked increase of technology integration across the curriculum has been documented.

A school and community mentoring program is very active in helping all students to achieve success. The staff is firmly committed to ensuring success for all students through various educational approaches while preparing students to become effective citizens in a technological future.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Plans have centered on providing expanding opportunities for integrating projects , research and learning. Technology usage is now at 90% throughout the curriculum K-12. 100% of the classrooms have access to the LAN system and can access the Internet and Media Center to assist in their learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Strategies focused on peer tutoring programs, after school study skills and mentoring program for "at risk students". Integration of technology into Science has reached 100%.. Students show increased positive attitude towards the use of technology in Science. Integration of technology into the Math program has increased by 10% and will be ongoing.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school publishes a series of monthly newsletters to inform parents and community of all school programs. There has been a 70% increase in the level of personal contact between staff and parents. A School Events Calendar is published in the community newsletter. There has been a 10% increase in E-mail communication with parents.

Benchmark 10.8: Establish Technology for teachers and administrators

100% of the staff and student body have access to technology in their classrooms. 90% of the curricular areas show an increased use of technology for communication and research. 75% of the students use technology at least once a day. 25% of the students use technology more than three times a day. 98% of students have a positive attitude about using technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.86	3.70
Co-Supporters	3.8	3.44	3.31
Co-Learners	3.3	3.17	3.00
Co-Teachers	4.1	3.54	3.31
Co-Advisors	3.2	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

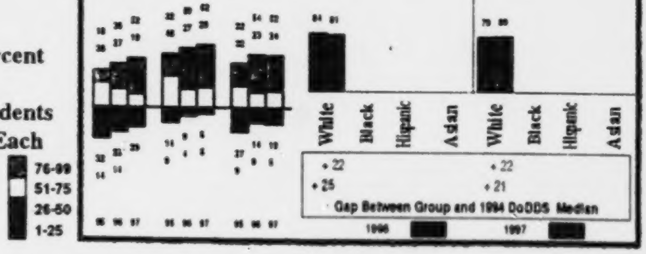
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

A partnership in curriculum and student activities by parents, students, and teachers shows an increase of 80% in attendance at school programs. 20% of parents have participated in technology training and an increase of 10% parental involvement in technology education has been documented. A Community Mentoring Program was initiated and will be continued.

Grade 5

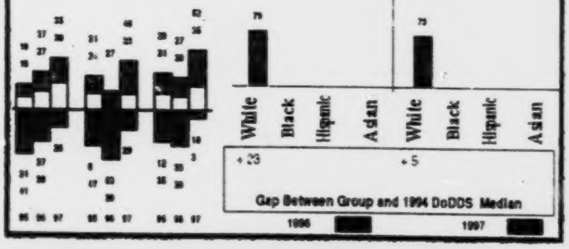
	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	77	85	85	66	77.5
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	21	21	21	21	21

Percent of Students in Each



Grade 8

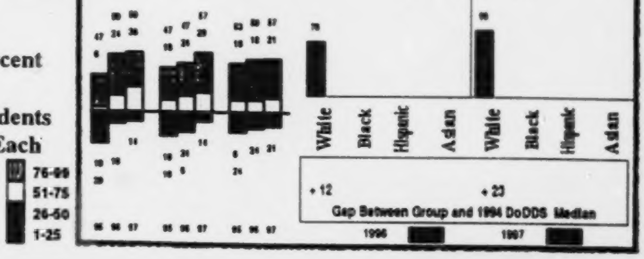
	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	68	75.5	76	71	69
District	63	66.8	70.3	63.9	67.6
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	31	31	31	31	31



Grade 10

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	77	84	81.5	83.3	85
District	78.5	78.6	80.6	79.3	77
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	29%	67%	62%	41%
	97	100%	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	544	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	558	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Aibling ES/HS
CMR 407
APO AE 09098

DSN Phone: 441-3884/3868
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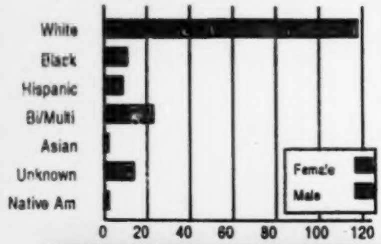
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	19	684.9	741.1	5%	68%	11%	11%	5%
5	96	19	748.1	741.9	26%	74%	0%	0%	0%
5	97	17	775	734.5	47%	47%	0%	6%	0%
8	95	18	775.1	767.6	33%	22%	33%	11%	0%
8	96	16	743.2	770	31%	31%	25%	6%	0%
8	97	30	715.8	689	50%	30%	17%	3%	0%
10	95	16	837.4	792.8	38%	50%	13%	0%	0%
10	96	18	757.1	798.9	28%	39%	22%	6%	6%
10	97	16	704.6	711.6	31%	56%	6%	6%	0%

Boeblingen, Germany

Department of Defense Education Activity
Boeblingen Elementary School (K-6)
1996/97 School Profile
Charles L. Callahan, Principal

School Characteristics

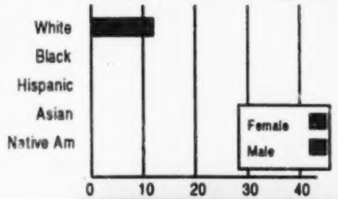
Student Enrollment - 179



Grade	#
K	24
1	32
2	28
3	25
4	24
5	19
6	25
Total	179

Sponsor Affiliation	
Marine	6%
Army	51%
Navy	10%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	7	4%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	1
7-10	0
> 10	6

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

Böblingen Elementary School has continued our School Improvement Leadership Team (SILT) initiative by specifying activities and training under each benchmark. Our SIP committee refines these broad initiatives into workable formats for either direct study and intervention, or for inservice training. Community members and staff have been active in systematizing our home-school partnership where ultimately, students benefit. Our School Improvement Plan is followed and adjusted to reflect mission needs.

Böblingen Elementary School has a positive atmosphere, is a safe and secure environment for our students, and is an enjoyable place to work for staff.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

30% of staff have received district training in integrating Reading, Language Arts and Social Studies. Integrated units have been planned and implemented. Expositions (integrated activities) for whole school and community have been presented. The Böblingen Barker, school anthology, was published twice showcasing works of prose, poetry and art by our K-6 students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The faculty has implemented hands-on learning in Math and Science to include scale replica for Washington DC and dinosaurs. Grade Six created the interior burial chamber for King Tut's tomb for their Egyptian unit. Each project resulted from a systematic approach involving measuring, creating a scale and plotting the information leading to the finished product.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Welcome Packet for new registrants, weekly newsletter, teachers' newsletters, SIP bulletin board in lobby, quarterly SILT meetings with published agenda and minutes, all teachers trained and use CCMail all contribute to effective communication.

Benchmark 10.8: Establish Technology for teachers and administrators.

Continued training on Apple II GS throughout this SY, specific training in preparation for the new PC lab completed this Spring, additional staff training will be conducted first quarter. Calculator use is regular and continuous. Keyboarding skills are begun in earnest in grade 3 through 6. Results are seen in the Barker, bulletin boards and projects.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.86	3.70
Co-Supporters	3.1	3.44	3.31
Co-Learners	2.6	3.17	3.00
Co-Teachers	3.0	3.54	3.31
Co-Advisors	3.1	3.22	3.17

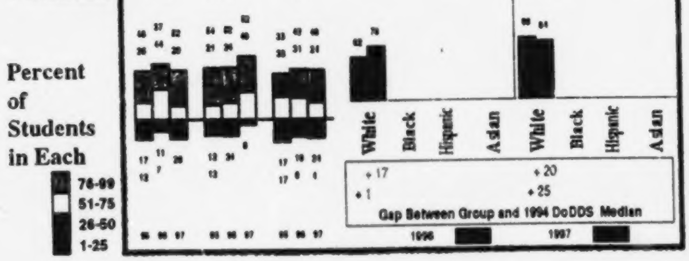
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Based on survey data, parents indicated they were satisfied with school-home communication after "Böblingen Bugle" was published weekly. Additionally, Open House, Math Night, Parents-Preschoolers-and-Projects (PPP) group, coordinated Room Mothers, Sports Night K-6, and Flamenco presentation. All contributed to a successful parent partnership program.

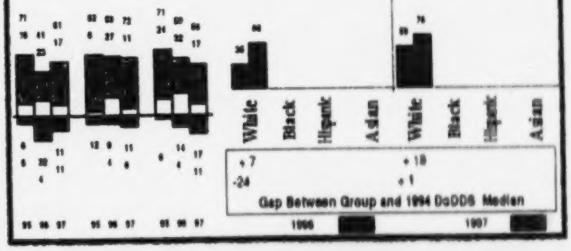
Grade 3

1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	79	78	75	71	70
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	25	25	25	25	25



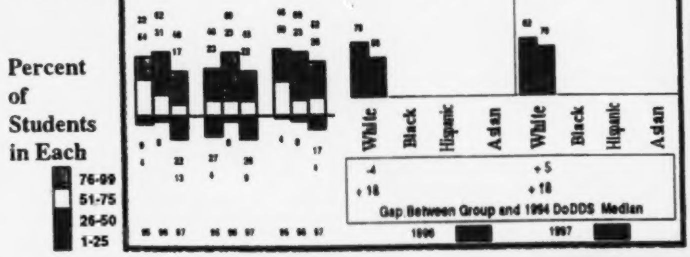
Grade 5

1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	82	86.5	81.3	66.5	76.5
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	18	18	18	18	18



Grade 6

1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	75	67	76	60	70
District	65.6	67.1	69.7	64	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	23	23	23	23	23



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Boeblingen ES
CMR 445
APO AE 09046

DSN Phone: 431-2715/2528
Fax Number: 49-7031-221368
Commercial Phone:
49-7031-227459

DoDEA Writing Assessment

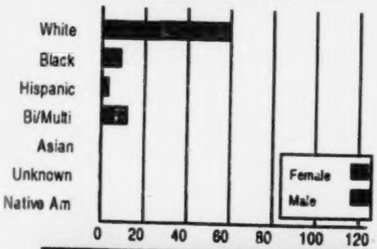
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	18	797	741.1	39%	56%	6%	0%	0%
5	96	20	726.1	741.9	25%	50%	25%	0%	0%
5	97	17	754.7	734.5	41%	53%	6%	0%	0%

Garmisch,
Germany

Department of Defense Education Activity
Garmisch Elementary School (PK-8)
1996/97 School Profile
James McNeil, Principal

School Characteristics

Student Enrollment - 84



Grade	#
PreK	2
K	13
1	11
2	10
3	8
4	8
5	6
6	10
7	11
8	5
Total	84

Sponsor Affiliation	
Marine	5%
Army	57%
Navy	2%
Air Force	13%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	21%
Non-US Civilians	<.5%

Special Programs

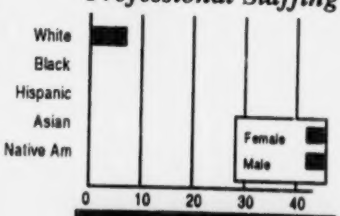
Grade Offered	Program	#	%
PK-12	Special Education	4	5%
K-8	TAG	19	23%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	8

Mobility Rate
35% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	6
Special Education	0.5
Other Professionals	1

Teacher Education

Degree	% Teachers
BA/BS	14%
MA/MS	86%
Doctorate	0%

Principal's Highlights

Garmish Elementary is located in a remote region of Germany in one of the most famous resort and outdoor sports areas in Europe. In this picturesque, idyllic setting, about 100 children are enrolled in kindergarten through grade 8 and Preschool Services for Children with Disabilities (PSCD).

Highly educated, most parents are assigned to the Marshall Center in Garmisch or the NATO School in Oberammergau. Parental involvement is extensive and well-received! Valuable suggestions have been made by parents and our SAC, PTA, and SIP teams as we reviewed the educational program for SY 97-98.

This school year, the faculty (10) was chosen for their multi-field teaching credentials, all but eliminating the need for itinerant specialists.

An inexpensive 10-week skiing program is offered to students in grades 1-8 by AFRC/Youth Services, and an after-school program was started this year to include computers, intramurals, a school newspaper and enrichment activities.

A building addition will begin this fall, doubling the size of the media center. It will also house a new computer lab.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

An in-depth oral reading program, using parents and community members was conducted for all grade levels--focusing on reading and social studies. Daily journals and SSR time in all grades has increased interest in books and use of the media center. Many students wrote at least one book this year, culminating in our first attendance at the Young Author's workshop.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Teacher presentations provided a highly successful "Math Night" held for parents, mid-year. The second annual Science Expo was held at the end of the school year. The continued faculty commitment to a "hands on" approach to math and science is beginning to pay-off in terms of students "liking" the subjects along with increased achievement, shown by grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent newsletter includes information on classroom activities; study trips; calendar of events; and recognizes parent, student, and community involvement. A staff bulletin facilitates administration-teacher communication, in addition to monthly staff meetings. Since the school is small, teacher-teacher interaction is done informally during lunch meetings.

Benchmark 10.8: Establish Technology for teachers and administrators.

Students continue to demonstrate successful computer skills throughout the school. Daily use by students is seen in reading, math, language arts, social studies, science, and health. Twelve Pentium computers will be set-up in a lab for SY 97-98, connected to the Internet.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.86	3.70
Co-Supporters	3.4	3.44	3.31
Co-Learners	2.9	3.17	3.00
Co-Teachers	3.8	3.54	3.31
Co-Advisors	3.4	3.22	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

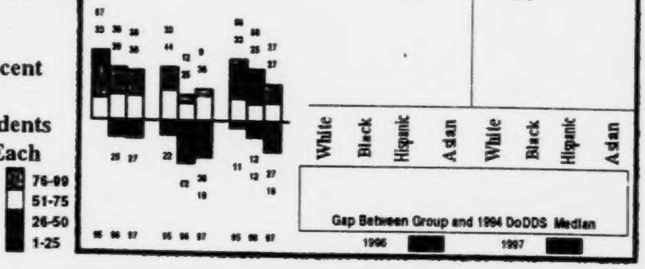
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

SHP is a strength! Over 80 volunteers have provided in excess of 600 hours for our school. New programs initiated in response to parent requests included Tuesday After-school Activities and a bi-weekly school lunch for grades 1-8. We are also pleased to report that more parents have attended training and staff development programs than in any preceding year.

Grade 3

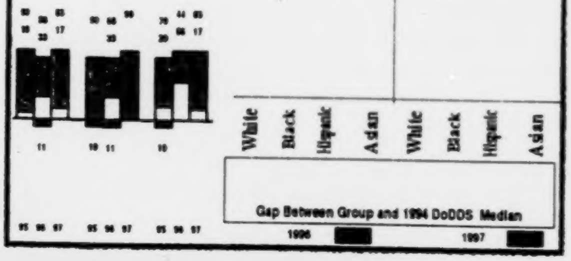
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69	51.7	52	45	49.3
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	11	11	11	11	11

Percent of Students in Each



Grade 5

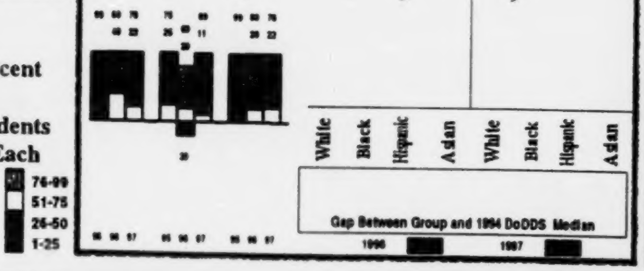
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
64	72.9	70.7	61.6	64.5
60.9	71.2	67	57	61.5
50	50	50	50	50
6	6	6	6	6



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	63	66.8	70.3	63.9	67.6
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	9	9	9	9	9

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Garmisch ES/MS
UNIT 24511
APO AE 09053

DSN Phone: 440-2611/2758
Fax Number: 49-8821-76949
Commercial Phone:
49-8821-76871

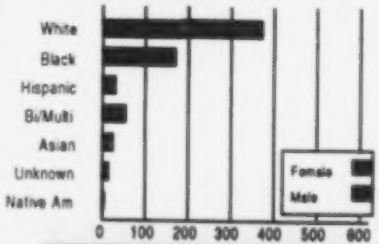
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						
5	95	9	*	741.1	56%	45%	0%	0%	0%	
5	96	8	*	741.9	25%	62%	12%	0%	0%	
5	97	6	754.3	734.5	33%	50%	17%	0%	0%	
8	95	3	*	767.6	67%	33%	0%	0%	0%	
8	96	5	*	770	0%	20%	80%	0%	0%	
8	97	7	720.9	689	57%	14%	29%	0%	0%	

Heidelberg, Germany

Department of Defense Education Activity
Heidelberg Middle School (6-8)
1996/97 School Profile
Bill Boyer, Principal

School Characteristics

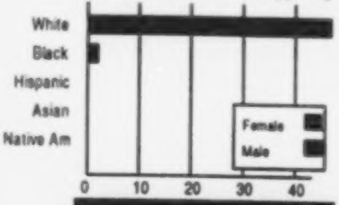
Student Enrollment - 675



Grade	
6	213
7	224
8	238
Total	675

Sponsor Affiliation	
Marine	<.5%
Army	74%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	24%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	67	10%
K-8	TAG	43	6%
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	46	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	45

Mobility Rate
21% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	36
Special Education	5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	29%
MA/MS	69%
Doctorate	2%

Principal's Highlights

Established in 1976, Heidelberg Middle School has long enjoyed a reputation of academic excellence. The staff at Heidelberg Middle School is committed to the belief that all children can learn and succeed. We work diligently to provide the support, encouragement and resources to help all children reach their potential. Organized in teams, children share four core subject teachers. Teachers provide quality instruction, integrate curriculum across the disciplines, reinforce organizational skills and establish shared expectations for behavior and quality of work.

Believing in the need for a well-rounded education, Heidelberg Middle School also has strong electives, featuring instrumental and choral music, art, computer technology, TAG, AVID, video productions, creative writing, journalism, industrial arts, home economics, business, foreign language and drama programs. Our school was awarded the Presidential Technology Initiative (PTI). This gives us access to the newest educational computer programs and training available. Heidelberg Middle School continues to enjoy a close working relationship with the parents in our community. This year's efforts have only served to strengthen that relationship and make it more meaningful.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Plans have centered on developing cross-curricular activities that involve each of the four major curricular areas - Math, Science, Language Arts and Social Studies. Here at Heidelberg Middle School the interdisciplinary units have involved the electives as well. Most noteworthy was the Ecology Festival that involved the entire school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Math and science adoptions based on NCTM math standards and NTSA science standards are being used in all math and science classes. Students are increasingly solving challenging, complex problems and are focusing on problem solving strategies in cooperative groups. CTBS scores have increased significantly.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school's monthly newsletters inform the parents and community about important school activities and how they might become involved. PTSA and SAC news were printed in the newsletter to publicize these groups' efforts. Our school also periodically publishes a high quality school newspaper through the journalism class.

Benchmark 10.8: Establish Technology for teachers and administrators

Use of technology has greatly expanded. Presently, all school computers are connected to the LAN making programs available for all. Internet is available for use in the computer lab. Teachers use integrade for grades and scantrons for attendance and testing purposes. Computer classes were offered to familiarize teachers with word processing programs and utilities.

Average Ratings of SIIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.86	3.70
Co-Supporters	3.1	3.44	3.31
Co-Learners	2.7	3.17	3.00
Co-Teachers	3.6	3.54	3.31
Co-Advisors	3.3	3.22	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

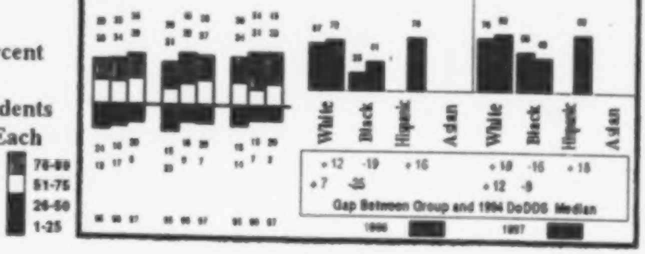
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Heidelberg Middle School has always enjoyed a fruitful and reciprocal working relationship with our students' parents. To verify and formalize this relationship parents were formally invited to school in services and SIP meetings. Parents and other community members are participating in a mentoring program.

Grade 6

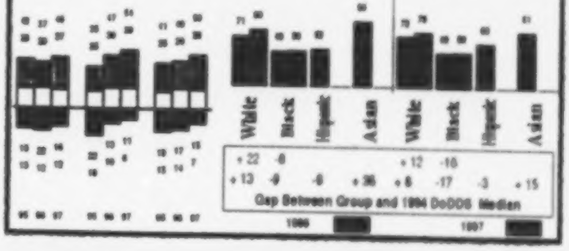
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65	65.6	71	63.2	70.7
District	65.6	67.1	69.7	64	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	205	205	203	201	203

Percent of Students in Each



Grade 7

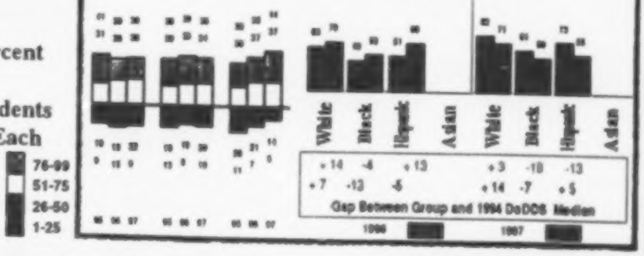
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	78.5	75.7	73.3	74.8
District	67.8	70.7	72.8	57.2	69.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	202	208	202	208	202



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.9	65.6	71.6	66.5	68
District	63	66.8	70.3	63.9	67.6
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	223	223	222	223	223

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg MS
UNIT 29237
APO AE 09102

DSN Phone: 370-7372/8796
Fax Number: 49-6221-761033
Commercial Phone:
49-6221-762449

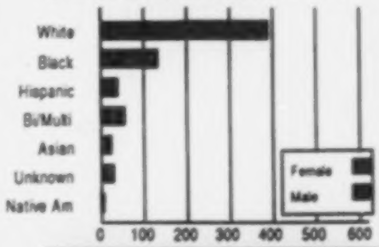
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	182	773.4	767.6	31%	21%	35%	13%	0%
8	96	171	767.9	770	18%	42%	33%	6%	1%
8	97	202	716	689	44%	39%	13%	4%	0%

Heidelberg, Germany

Department of Defense Education Activity
Heidelberg High School (9-12)
1996/97 School Profile
Lewis Johnson Jr., Principal

School Characteristics

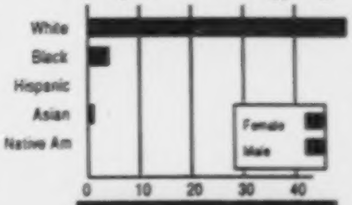
Student Enrollment - 673



Grade	#
9	200
10	185
11	155
12	133
Total	673

Sponsor Affiliation	
Marine	<5%
Army	65%
Navy	<5%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	35%
Non-US Civilians	<5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	6%
K-8	TAG	N/A	N/A
K-12	ESL	10	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		15	
Students Taking AP Courses		104	36%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	6
7-10	9
> 10	38

Mobility Rate
21% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	45
Special Education	2
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	69%
Doctorate	4%

Principal's Highlights

Heidelberg High School is located in Mark Twain Village. The curriculum is developed to meet the needs of both college and non-college bound students. A wide variety of vocational and technical programs and Advanced Placement programs are available for students. Heidelberg High School offers an extensive co-curricular program to enhance the academic program of the school.

In 1984, and again in 1993, Heidelberg High School received national Blue Ribbon recognition for excellence in education by the United States Department of Education.

The teachers, parents, and students have demonstrated a positive attitude towards the DoDEA strategic plan. The improvement strategies for the five goals of the DoDEA strategic plan were developed by five committees. The committees included parents, staff and students who were actively involved in the development of each goal. The interventions for each of the goals focus on student needs. It is evident that progress toward achieving Goal 4, Benchmark 4.2 has been made and parent, student, and staff have ownership in this process.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

There is more awareness of the standards of good writing, and writing has increased school-wide with an emphasis on content area and variety of writing activies. Lotus Notes writing pilot increased writing awareness and quantity. CTBS Terra Nova battery not returned, comparison not yet possible. Majority of teachers use essay writing. School-wide assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Varied activities were used to "close the gap" and motivate students to reach optimum learning levels. The following are highlights:32.4% decrease in the percentage of academically "at risk" students. 9.5 % increase in the mean math GPA (January 1997). 20% decrease in the percentage of F's in mathematics (F grades to total math grades).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All the staff members have E-Mail access at the present time. E-Mail directories for parents/staff have been established and published. The mailer program for positive reporting has been created along with a parent liaison position. Over 90% of the teachers use "Integrade" and send out progress reports.

Benchmark 10.8: Establish Technology for teachers and administrators.

97% of the classrooms. Internet access is now available in several locations to students and teachers. Policies regarding student Internet access and use were developed and implemented. Two training programs were held. Survey of staff computer proficiency & training needs was completed and will govern future training programs.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.86	3.70
Co-Supporters	3.4	3.44	3.31
Co-Learners	3.3	3.17	3.00
Co-Teachers	3.3	3.54	3.31
Co-Advisors	3.4	3.22	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

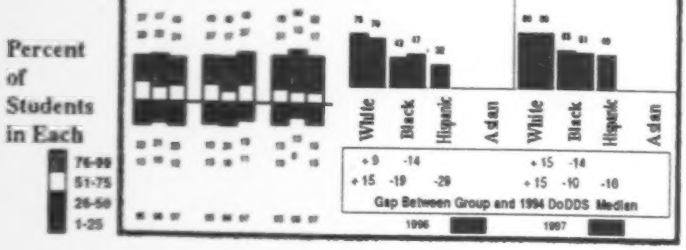
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Increased parental involvement through various activities offered in conjunction with PTSA; increased participation in the Tuesday Tours; 60% attendance at the Open House and increased attendance at College Night; implementation of a three pronged mentoring program with 80 students and 30 community members participating on a weekly basis.

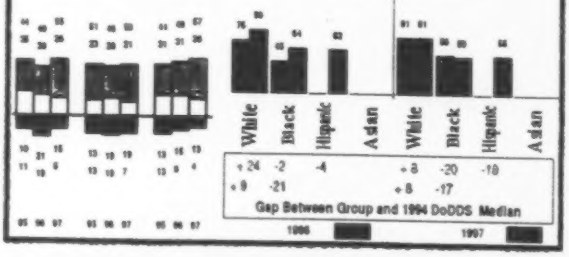
Grade 9

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	65	74.3	77	59.6	68.7
District	67.7	73.5	78.8	60.2	69.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	188	186	191	187	191



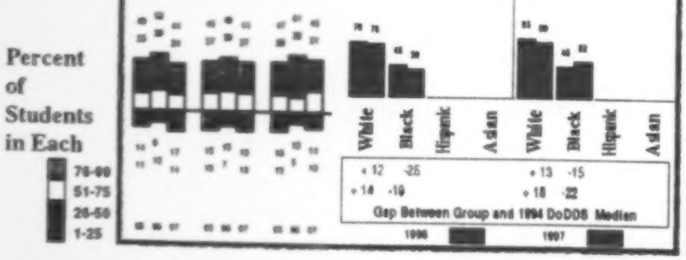
Grade 10

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	80.1	77.8	81.1	80.9	76
District	78.5	78.6	80.6	79.3	77
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	168	168	168	166	167



Grade 11

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	72	71	71.8	66.5	73.6
District	72.5	69.4	72.8	63.4	75.2
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	139	135	137	138	137



SAT Results		School	District	DoDDS	Nation
% Participating	96	63%	67%	62%	41%
	97	68%	70%	63%	41%
Math Avg Score	96	511	504	506	508
	97	516	513	505	511
Verbal Avg Score	96	526	526	518	505
	97	542	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Heidelberg HS
UNIT 29237
APO AE 09102

DSN Phone: 370-7513/8004
Fax Number: 49-6221-375872
Commercial Phone:
49-6221-390587

DoDEA Writing Assessment

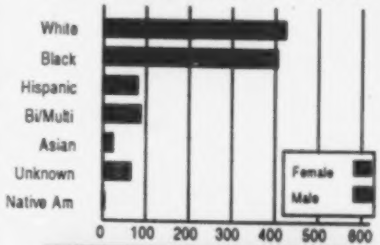
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	148	789	792.8	22%	41%	24%	13%	1%
10	96	156	779.8	798.9	22%	35%	29%	14%	0%
10	97	164	717.6	711.6	46%	34%	17%	3%	1%

Mannheim, Germany

Department of Defense Education Activity
Mannheim Elementary School (PK-5)
1996/97 School Profile
Ardelle S. Hamilton, Principal

School Characteristics

Student Enrollment - 1,092



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	129	12%
K-8	TAG	75	7%
K-12	ESL	5	0%
1	Reading Recovery	20	10%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	57
K	179
1	196
2	186
3	162
4	151
5	161
Total	1092

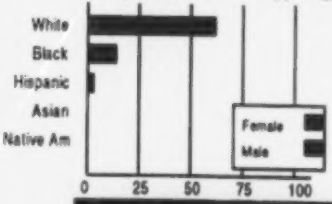
Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience

Years	# Teachers
New	3
1-3	2
4-6	5
7-10	8
> 10	49

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	47
Special Education	8
Other Professionals	19

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Principal's Highlights

Mannheim Elementary School, located in Ben Franklin Village is one of DoDEA's larger elementary schools. There are 38 classroom teachers, 30 specialists, 5 kindergarten teachers and other support personnel.

The school has placed a strong emphasis on technology, science, math, and the School-Home Partnership. MES has 3 computer labs, our own home page, Reading Recovery, Special Ed. inclusion, a primary center with cross teaching in grades 1, 2, and 3 and German and Spanish Immersion programs for grades 1, 2, and 3. Our school educates a diverse population of students including Sure Start, preschool handicapped, learning disabled, physically disabled, English as a second language, and general education programs.

Teachers are intent on seeing that students obtain the knowledge needed for a changing world dominated by technology. This has been done by many school wide projects, after school workshops, daily math drills and hands-on science projects. MES strives to develop each child's full potential in a multi-cultural, multi-faceted society.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.
Initiated faculty in-service training for Primary grades (alternative evaluation) and Intermediate grades (editing). Sponsored School-wide reading program (Yellow Brick Road) and Daily Oral Language program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps
Arithmetime program set up to document natural use of math at home. Family Math/Science nights continued. Parent Power, a math newsletter, has been ordered. Increased use of Mathland in the classroom has been facilitated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Facilitated the flow of information between administration and grade levels. The merging of the School Improvement Leadership Team and Management Council improved the flow of information, communication, and decision making in the school.

Benchmark 10.8: Establish Technology for teachers and administrators.
Technology-related needs survey given to staff. In-service given in all 3 computer labs that included Mathland, word processing and software exploration. A Windows 6.0 course was offered. From 10 February to 9 May classes used the computer labs 322 times.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.86	3.70
Co-Supporters	3.2	3.44	3.31
Co-Learners	3.3	3.17	3.00
Co-Teachers	3.8	3.54	3.31
Co-Advisors	2.9	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

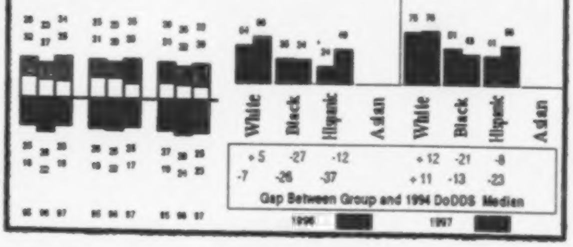
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...
Established the School-Home Partnership room-a Resource room in the main school hallway for parents. Surveyed parent interests and opinions about school programs. Produced a video "Welcome to MES".

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.5	62	55.5	49.3	63.7
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	159	158	158	158	158

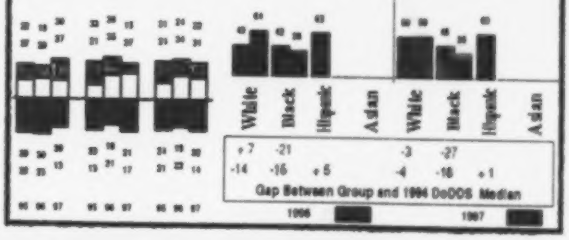
Percent of Students in Each



▨ 76-99
☐ 51-75
■ 26-50
■ 1-25

Grade 4

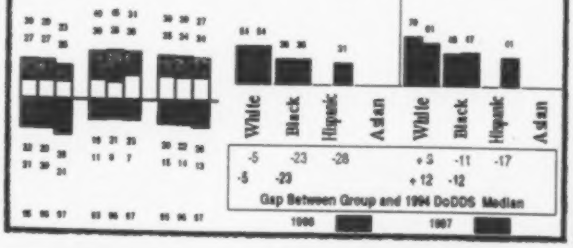
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.4	51.6	53.8	48	43.2
District	65.9	60.9	65.4	61.8	58.7
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	149	149	148	148	149



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50.2	65.1	58.8	44.4	51.7
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	148	149	150	150	150

Percent of Students in Each



▨ 76-99
☐ 51-75
■ 26-50
■ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim ES
UNIT 29938
APO AE 09086

DSN Phone: 380-7505/7369
Fax Number: 49-621-723905
Commercial Phone:
49-621-722109

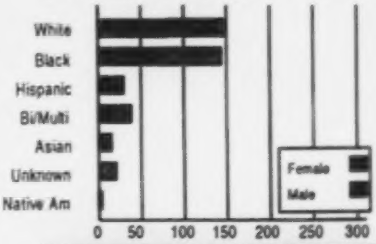
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	131	735.9	741.1	12%	63%	16%	9%	1%
5	96	128	734.5	741.9	25%	55%	20%	1%	0%
5	97	151	738.2	734.5	24%	68%	5%	3%	0%

Mannheim,
Germany

Department of Defense Education Activity
Mannheim Middle School (6-8)
1996/97 School Profile
Catherine Boyer, Principal

School Characteristics

Student Enrollment - 402



Special Programs			
Grade Offered	Program	#	%
PK-12	**Special Education**	26	6%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	21	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

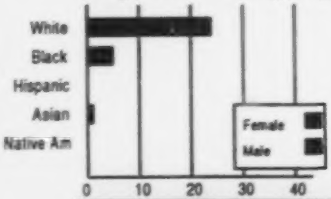
Grade	#
6	147
7	130
8	125
Total	402

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	31

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	43%
MA/MS	53%
Doctorate	3%

Principal's Highlights

Academic achievement for all students is the focus of our school improvement efforts. Our continued efforts in providing an emphasis on reading through discrete reading classes for all students. Accelerated Reader Program, Drop Everything and Read Program (D.E.A.R), and Teacher Read Aloud Program gives all students reading instruction and practice through the eighth grade.

The Tuesday/Wednesday/Thursday after school Student Recovery Room provides an atmosphere conducive for study, teacher assistance, and use of computers for students to complete assignments and work on cooperative learning projects. Students elect to attend or they may be assigned to this activity by teachers, parents or administrators.

The Mentoring Program has had a positive beginning, bringing interested adult volunteers together with our students to assist them in goal setting and organization; providing tutoring and general guidance; and just being there to share experiences.

Student recognition through activities generated by the Teams and the Renaissance Program recognize and encourage students for academic and behavioral outstanding performance and improvement.

MUSTANGS RUN WITH PRIDE !!

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

Reading classes for all students, Accelerated Reader Program, Drop Everything And Read (D.E.A.R.) and writing assessment activities have continued to increase student performance in this area.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Student Recovery Room, adult to student individual mentoring, test taking instruction and study skills instruction have given all students support across these curricular areas. Identifying and applying strategies to target groups of underachieving students should help meet the needs of these students and allow them to experience more success.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Development of the school's Internet home page, use of the military e-mail system, school issued Student Assignment Books, and a new phone system allows greater opportunities for teachers and parents to communicate on a regular basis.

Benchmark 10.8: Establish Technology for teachers and administrators.........

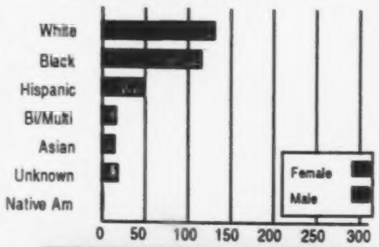
Continued training in the use of computer systems and software plus the increased access and upgrading of hardware has enhanced the professional staff's use of technology. InteGrade, Accelerated Reader and CCMail are programs which are at high levels of use as well as increased use by classroom teachers of the school's computer labs.

Mannheim,
Germany

Department of Defense Education Activity
Mannheim High School (9-12)
1996/97 School Profile
Ken Goldstein, Principal

School Characteristics

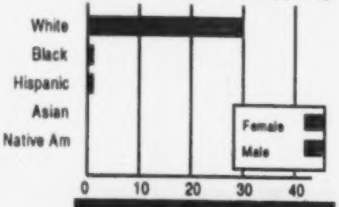
Student Enrollment - 346



Grade	#
9	136
10	108
11	54
12	48
Total	346

Sponsor Affiliation	
Marine	<.5%
Army	80%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	18	5%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	76	
AP Courses Offered		9	
Students Taking AP Courses		43	42%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	4
7-10	4
> 10	26

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	27
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

Mannheim is a culturally and ethnically diverse high school, located in Mannheim, Germany. Our student enrollment is increasing each year and is currently projected for 355. Sixty two percent of our student population represent minorities. The curriculum is challenging and offers a variety of college and vocational preparatory courses. We offer three second language programs, German, French, and Spanish , which service 56% of the student population. The small school atmosphere affords more students the opportunity to be involved in student government and extra curriculars.

Our strong Advancement Via Individual Determination (AVID) program is in its fourth year and continues to increase its enrollment. The AVID parents support group has been a guiding force in our attempts to improve parental involvement in our school.

There has been a direct increase in skills matching Benchmarks and we have emphasized the development of writing and research skills, increased use of technology by both teachers and students, and have focused on enhancing student achievement with many different programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Daily writing is used in all classes. More than 90% of students use word processing for major assignments. Essays and essay tests are emphasized. A school-wide rubic is being developed for holistic assessment. Writing committee is meeting regularly.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Block scheduling was continued and seminar activities broadened. Athletic eligibility requirements were raised and student grades improved accordingly. Emphasis is now placed on using varying teaching techniques and cooperative learning. AVID, 9th grade initiative and student-teacher cooperative mentoring programs were widened. Standardized testing scores improved at each level.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School Improvement Leadership Team has increased responsibilities. The NCA Team visited and accredited the school. Communication with DSO office continues on all levels. AACTA is sponsoring and coordinating mentoring program, college and career night, and Follow-the-Leader Program.

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers participated in 1-2 days in-service on technology. 45% of faculty are involved in summer technology training. 30% of faculty now use Integrade. DODDS LAN facility upgrade will occur summer 1997 and the training is scheduled for 1st quarter 1997-1998. Parent-Home School Partnership Committee is meeting regularly.

Average Ratings of SIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.86	3.70
Co-Supporters	2.5	3.44	3.31
Co-Learners	2.2	3.17	3.00
Co-Teachers	2.8	3.54	3.31
Co-Advisors	2.8	3.22	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

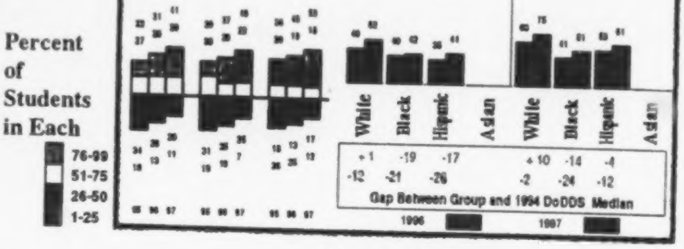
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
48% of parents rated school as excellent in communication with parents and 40% rated it as excellent (Score 5 on 5 point scale) in providing meaningful course work and preparation for graduation. Additionally 43% and 45% respectively rated school as 4 (above average). This represented a significant increase over SY 1995-1996.

Grade 9

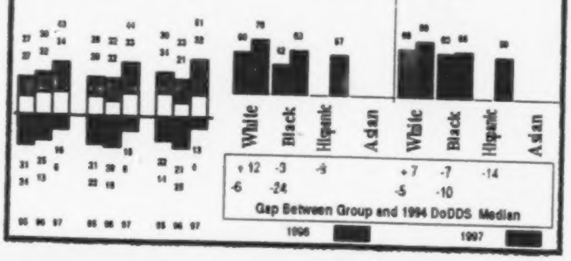
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.5	72	79	59	65
District	67.7	73.5	78.8	60.2	69.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	106	104	104	104	104



Grade 10

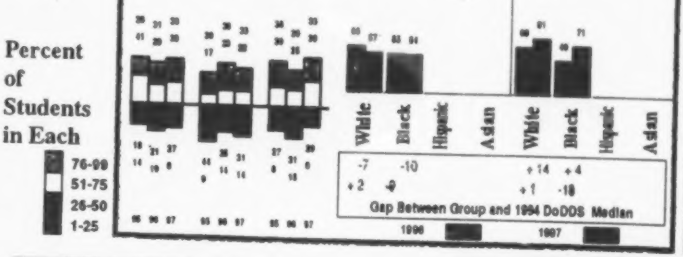
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.6	68.7	76	70.4	70.5
District	78.5	78.6	80.6	79.3	77
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	97	97	98	98	98



Grade 11

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65.8	55	68	56	69.8
District	72.5	69.4	72.8	63.4	75.2
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	49	49	49	49	49



SAT Results		School	District	DoDDS	Nation
% Participating	96	51%	67%	62%	41%
	97	58%	70%	63%	41%
Math Avg Score	96	491	504	506	508
	97	476	513	505	511
Verbal Avg Score	96	504	526	518	505
	97	486	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mannheim HS
UNIT 29939
APO AE 09086

DSN Phone: 380-6852
Fax Number: 49-621-734901
Commercial Phone:
49-621-720050

DoDEA Writing Assessment

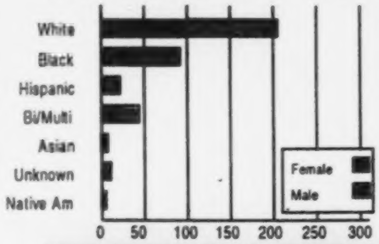
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	61	763.2	792.8	16%	30%	21%	33%	0%
10	96	51	767.4	798.9	10%	45%	35%	10%	0%
10	97	94	674.1	711.6	26%	39%	17%	16%	2%

Heidelberg, Germany

Department of Defense Education Activity
Mark Twain Elementary School (PK-5)
1996/97 School Profile
Charles Ragland, Principal

School Characteristics

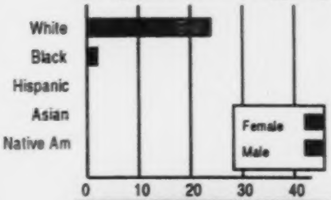
Student Enrollment - 386



Grade	#
PreK	3
K	72
1	49
2	74
3	63
4	62
5	63
Total•	386

Sponsor Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	30	8%
K-8	TAG	4	1%
K-12	ESL	27	7%
1	Reading Recovery	8	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	3
7-10	3
> 10	23

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	2
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	19%
MA/MS	77%
Doctorate	4%

Principal's Highlights

Mark Twain Elementary School is a medium size, friendly, vibrant school located in a close knit community in the Rhein Neckar Valley. Parents & staff are actively involved in PTA, choir, theater, church & scout groups. An environment of acceptance, trust & respect at MTE enables the students to develop to their full potential in all programs.

Emphasis is placed on teaching & practicing the writing process. Holistic scoring & portfolios are used as a teaching tool as well as a means to improve parents' understanding of the curriculum. Our predominate belief is that it takes parents, students and staff working together to produce good citizens.

Many volunteers are involved daily in all aspects of the curriculum. Each year every student writes one book that is published by the parent staffed Paw Prints program. We have 27 soldiers from our partner unit, HMEDAAC, as well as several staff members and parents acting as mentors on a weekly basis. MTE coordinated an 8 week parenting skills course with ACS for 16 MTE parents who praised the program highly.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang.Arts. and Soc. Studies.

Holistic scoring of school wide writing samples was instituted using the writing rubrics produced by each grade level. Semester writing assessments are planned for SY 97/98. The use of technology in the Media Center, Computer Lab, and classroom to enhance the writing process will continue to be emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Cooperative learning, problem solving skills, collaboration, and use of manipulatives continue to be stressed to enhance achievement, especially for at risk students. There continues to be school wide recognition of students who solve the Problem of the Week. The Science Fair elicited 100% classroom participation and a majority of parents viewed the projects.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Student achievements as well as school and community activities are publicized monthly in a school newsletter. PTSA publishes a newsletter and 98% of the classroom teachers send home a weekly newsletter. Making Math Count newsletters and Math Nights for parents have been successfully used to increase the parents' understanding of the math curriculum.

Benchmark 10.8: Establish Technology for teachers and administrators.

All staff members received training on cc mail and a high percentage have a mailbox in either the Admin or MC post office and use cc mail as a communication tool. Plans are to have internet connectivity installed in the MC and computer lab. Four teachers have been selected to receive computer & technology and/or Web Page training during the summer recess.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.7	3.86	3.70
Co-Supporters	4.1	3.44	3.31
Co-Learners	3.3	3.17	3.00
Co-Teachers	3.6	3.54	3.31
Co-Advisors	3.6	3.22	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

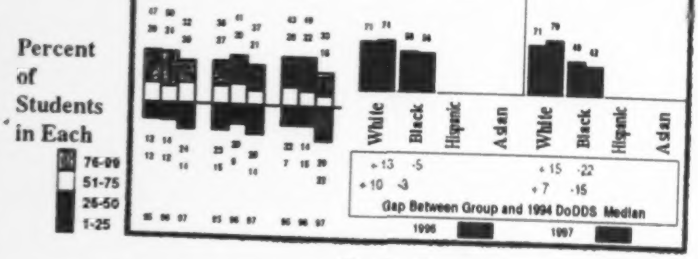
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Volunteers serve at the school daily in the classrooms, Media Center, nurse's office, and working to publish the student Paw Prints books. A Mentor Program was initiated at the start of the 4th marking period with over 30 3rd - 5th graders involved. Providing a parent/visitor lounge and expanding the Mentor Program are high priorities for SY 97/8.

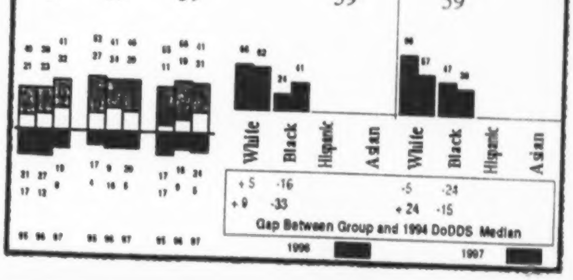
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.3	62	49.7	66	75
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	63	63	63	63	63



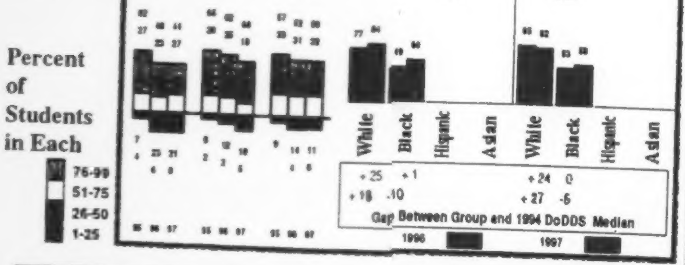
Grade 4

	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.5	69	60.8	61	56
District	65.9	60.9	65.4	61.8	58.7
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	59	59	59	59	59



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69	81	75.4	77	73.8
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	62	62	62	62	62



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Mark Twain ES
UNIT 29237
APO AE 09102

DSN Phone: 370-6996/8158
Fax Number: 49-6221-375272
Commercial Phone:
49-6221-390174

DoDEA Writing Assessment

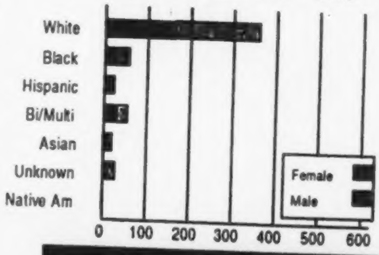
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	55	781.5	741.1	31%	56%	9%	4%	0%
5	96	51	797.8	741.9	67%	29%	4%	0%	0%
5	97	59	757.2	734.5	42%	54%	2%	0%	2%

Stuttgart, Germany

Department of Defense Education Activity
Patch Elementary School (PK-6)
1996/97 School Profile
Carol M. Ackermann, Principal

School Characteristics

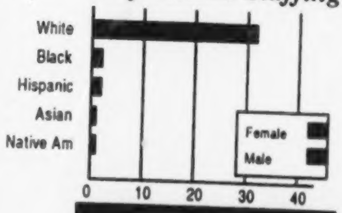
Student Enrollment - 546



Grade	#
PreK	14
K	82
1	84
2	80
3	74
4	73
5	65
6	74
Total	546

Sponsor Affiliation	
Marine	6%
Army	51%
Navy	9%
Air Force	26%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	48	9%
K-8	TAG	58	11%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	2
7-10	3
> 10	27

Mobility Rate
30% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	5
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	45%
MA/MS	55%
Doctorate	0%

Principal's Highlights

Patch Elementary School is one of DoDEA's most technologically up-to-date schools. Located in Stuttgart, Germany, Patch is home of Headquarters, U S European Command, the senior American military command in Europe. PES is a 1979 building with 27 classrooms including two computer centers, a media center and classes for music, instrumental music physical education, host nation and art. We have our own television broadcast weekly. Patch ES has a high impact School Advisory Committee and Parent Teacher Organization to support our goals.

Patch ES educates a diverse population of students, including preschool handicapped, learning disabled, physically disabled, English as a second language, and general education programs. In addition to core subjects, Patch students are taught "how " to learn in order to succeed in a rapidly changing technological age. The school teaches all subjects through science and technology. Technology serves as a medium of learning. State-of-the-art hardware and software are the "launching pads" for the instructional program.

The Patch ES program strives to develop each child to his/her potential in an atmosphere that fosters acceptance, respect, and trust. The Patch ES staff believes that all children can achieve success.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

The teaching staff at Patch ES uses a wide range of educational resources and strategies to teach reading, language, and social studies. Thematic Units, cooperative learning, and writing across the curriculum are strategies that are emphasized to support the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Teachers identified students at risk by using current evaluation data available, such as CTBS scores. Various strategies were developed by teachers to improve the achievement of these students. The progress of the students identified as at risk was monitored closely by classroom teachers throughout the year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A schoolwide newsletter was developed as the core communication link between school and home. This publication contained important school information as well as student work. Parent conferences were held twice a year. The school was also used by other community organizations, such as scouts, to inform people in the community of important events.

Benchmark 10.8: Establish Technology for teachers and administrators.

Our goal is to have maximum use of our Apple and Windows Labs. Keyboarding followed by word processing is taught in grades two through six. All classrooms use calulators and at least two stand alone computers. Staff development consisted of 3 days of technical training as well as courses for credit offered in our Windows Lab.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.86	3.70
Co-Supporters	3.5	3.44	3.31
Co-Learners	3.4	3.17	3.00
Co-Teachers	3.5	3.54	3.31
Co-Advisors	3.1	3.22	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

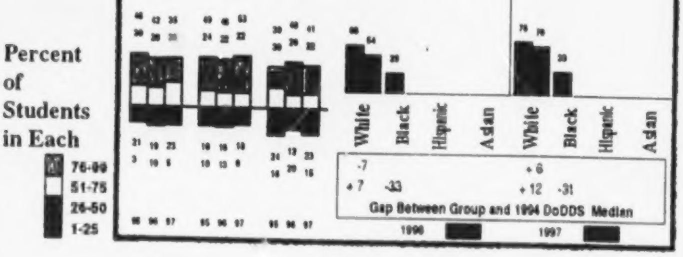
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The SIP Strategy Implementation Survey was used to evaluate Home/School Partnership. The areas of School/Home Communication and Patent/Teacher Collaboration received the strongest ratings. DoDEA's School-Home Partnership Self-Evaluation Ad Hoc Committee rated Patch on the overall a "3" school on a scale of 1-5, with 5 being the highest.

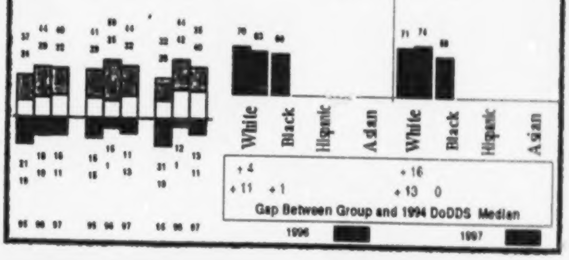
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.3	76.7	67	54.3	69.8
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	74	74	74	74	74



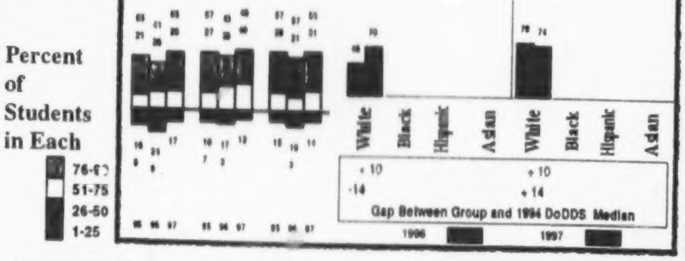
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.7	71.8	66.8	51.3	63.8
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	62	62	62	62	62



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76.4	74	79.5	70.6	75.6
District	65.6	67.1	69.7	64	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	65	65	65	65	65



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patch ES
UNIT 3040, BOX 4003
APO AE 09131

DSN Phone: 430-5200/7296
Fax Number: 49-711-6877134
Commercial Phone:
49-711-605200

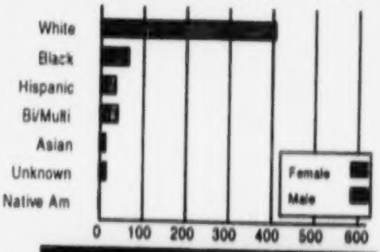
DoDEA Writing Assessment									
			Percent at Each Performance Level						
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	68	727.2	741.1	10%	60%	19%	9%	0%
5	96	72	739.4	741.9	21%	64%	14%	1%	0%
5	97	58	742.1	734.5	26%	64%	9%	2%	0%

Stuttgart,
Germany

Department of Defense Education Activity
Patch High School (7-12)
1996/97 School Profile
Ira J. Scheier, Principal

School Characteristics

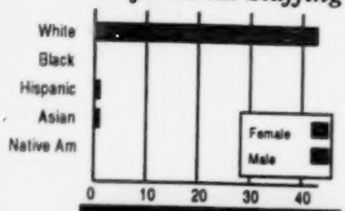
Student Enrollment - 580



Grade	#
7	108
8	128
9	109
10	109
11	63
12	63
Total	580

Sponsor Affiliation	
Marine	5%
Army	44%
Navy	6%
Air Force	22%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	23	4%
K-8	TAG	N/A	N/A
K-12	ESL	6	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	35	
AP Courses Offered		7	
Students Taking AP Courses		43	34%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	46

Mobility Rate
17% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	38
Special Education	2
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

Alexander M. Patch American High School located in Stuttgart, Germany enrolls 575 students in grades 7 through 12. PAHS is recognized as a leader in the use of technology. The school received the 1995 Federal Technology Leadership Award for its world-wide web page site. PAHS Video Yearbook is created by students in the TV Production classes. Our "camera persons" are on frequent call for base functions.

Students benefit from the special attention offered by prodding teachers, tutors, and coordinators in AVID.

Parents and community members are an integral part of our successful Volunteer Program. Our PTSA plays an active role in school activities and is represented on various school committees. Many of our curricular and co-curricular activities are supported by parent booster clubs.

The Block-Eight Schedule was introduced this year. It has received overwhelming support from students, faculty and community members. We are pleased with our student success rate in rigorous courses and the high number of students enrolled in AP courses.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Standards continually guide teachers in the planning of lessons. Teachers have been encouraged to implement writing across the curriculum to strengthen written language skills. Student use of word processing is allowing students to incorporate technology in their writing skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

AVID, now in its second year, has been expanded and now include grade 8, 9, and 10. Implementation of the Renaissance Program (EXCEL) is being considered. The "new" block schedule includes a seminar period. During the three hours for seminar students receive individual help in all subjects. Tutoring in math is available after school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Parent Newsletter is distributed monthly. After first and third quarter, parents come to school to pick up their child/ren's report card, allowing for immediate contact with teachers. Mid-quarter reports for all students is encouraged. Close contact is maintained throughout the school year via telephone, cc:Mail, e-mail, and letters.

Benchmark 10.8: Establish Technology for teachers and administrators.

Our computer and TV Production classes continue to provide instruction involving electronics and technology. Work continues to provide every classroom with cc:Mail accessibility. Teachers will receive Integrade training in SY 97/98 to make processing of grades more efficient and reduce the amount of paper required.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.86	3.70
Co-Supporters	3.1	3.44	3.31
Co-Learners	2.6	3.17	3.00
Co-Teachers	3.5	3.54	3.31
Co-Advisors	3.0	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

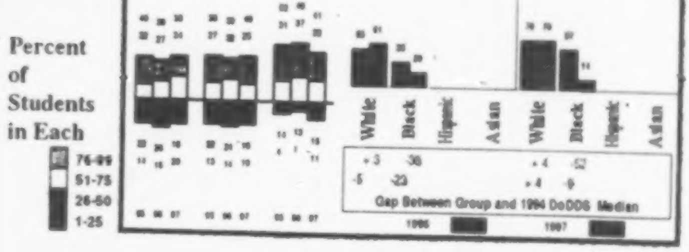
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

Patch High School has an active volunteer program with parents giving time for tutoring, presentations, planning, and chaperoning study trips. The Home/School Partnership is strengthened through an active SAC,SILT, and PTO. Parents also volunteer time to tutor students during the lunch period.

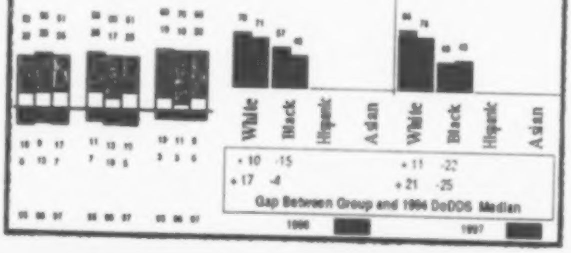
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.3	66	70.5	47	64
District	67.8	70.7	72.8	57.2	69.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	106	105	105	105	105



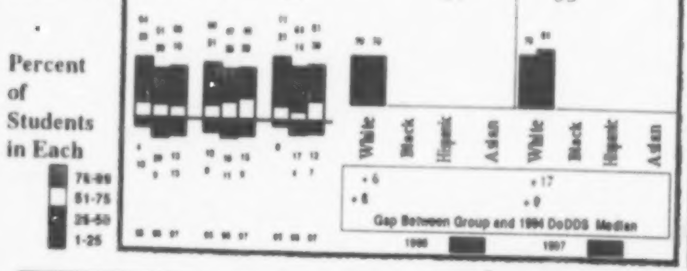
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	75.8	84.8	62.6	71.5
District	67.7	73.5	78.8	60.2	69.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	105	108	108	108	107



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	79	70.3	76.3	64.7	80.3
District	72.5	69.4	72.8	63.4	75.2
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	54	53	57	57	53



SAT Results		School	District	DoDDS	Nation
% Participating	96	83%	67%	62%	41%
	97	67%	70%	63%	41%
Math Avg Score	96	528	504	506	508
	97	538	513	505	511
Verbal Avg Score	96	573	526	518	505
	97	552	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patch HS
UNIT 30401
APO AE 09131

DSN Phone: 430-7191/5347
Fax Number: 49-711-682506
Commercial Phone:
49-711-680-7191

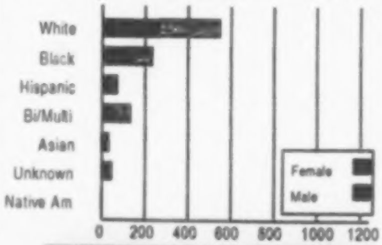
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	126	792.6	767.6	52%	12%	23%	11%	2%
8	96	107	737.1	770	15%	32%	37%	13%	0%
8	97	117	610.7	689	30%	38%	15%	3%	14%
10	95	117	811.5	792.8	33%	39%	16%	13%	0%
10	96	69	813.7	798.9	35%	44%	20%	1%	0%
10	97	95	726.6	711.6	59%	32%	5%	2%	2%

Heidelberg,
Germany

Department of Defense Education Activity
Patrick Henry Elementary School (PK-5)
1996/97 School Profile
Gayle Vaughn-Wiles, Principal

School Characteristics

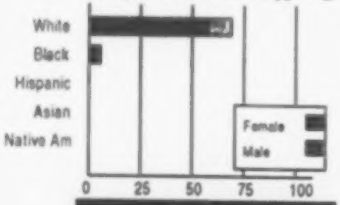
Student Enrollment - 1,058



Grade	#
PreK	15
K	157
1	173
2	187
3	177
4	160
5	189
Total	1058

Sponsor Affiliation	
Marine	<.5%
Army	81%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	115	11%
K-8	TAG	198	19%
K-12	ESL	46	4%
1	Reading Recovery	6	3%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	1
7-10	6
> 10	57

Mobility Rate
34% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	45.5
Special Education	9
Other Professionals	13.5

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	84%
Doctorate	1%

Principal's Highlights

Patrick Henry Elementary School is located in Heidelberg, Germany. The school, with an enrollment of approximately 1100 students, is one of the largest schools in DoDEA. The main building is two stories with an attached multi-purpose room and one-story media center. There are three portables which house the British School. There is an additional one story building which houses District Office personnel.

Patrick Henry ES is dedicated to educating children for the 21st century. All classrooms use computer technology as an integral tool for learning. Patrick Henry has been selected as an initial site for technology upgrades including a 30 station IBM lab in addition to an Apple lab.

Patrick Henry ES attempts to meet the diverse needs of its students through special programs such as counseling and psychology services, TAG, EI, LI, pre-school handicapped, and an on-site OT/PT program provided by the EFMS.

PHES is further dedicated to providing its students with a well balanced curriculum, in an environment conducive to learning, through varied instructional strategies in order that each student will achieve academic competence with a positive self-concept. It is our goal to ensure quality with equity for all.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

All teachers are implementing DOL into their daily curriculum. Staff attended the social studies curr. inservice. The school promotes school wide citizenship and grade level awards assemblies to promote positive behavior and achievement. School wide STAT team was established.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Teachers are using problem solving strategies in the curr. and prepared take home activities to encourage parent involvement. The school sponsored a hands on math and science night that included parent participation. The teachers shared with the faculty math/science activities that have been successful for them in the classroom.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

E-mail is available to all faculty. A monthly newsletter is sent home and school activities are displayed in a comm. showcase for PHES. FAST printed postcards for students and teachers to send to deployed parents. Computer training for all interested.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The school had an inservice on technology. All admin staff and over 30 teachers and specialists have attended at least one computer workshop before Sept. 96. The media center upgrade increased technology available to staff and students. A second computer lab was added to our school. Computer generated forms were created for subs/volunteers/lesson plans.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.86	3.70
Co-Supporters	3.1	3.44	3.31
Co-Learners	3.2	3.17	3.00
Co-Teachers	3.7	3.54	3.31
Co-Advisors	3.3	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

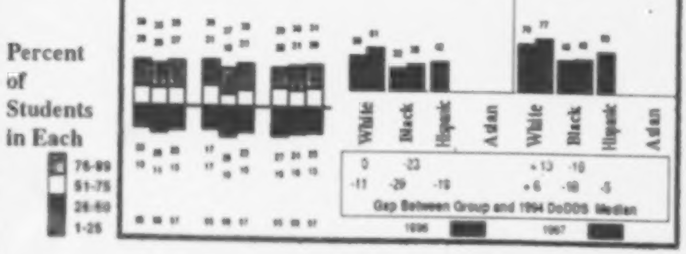
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parents are involved with the SILT comm., inservices, love and logic classes, assemblies, SAC meetings, speakers, PTA, classroom activities, FAST activities. The school has an active class volunteer program and parents were included in the comm. reader project and ethnic/cultural activities.

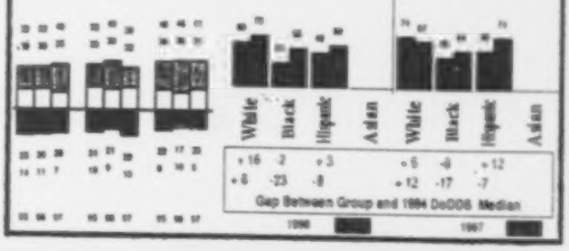
Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	65	63	64.5	54.5	69.1
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	176	176	176	175	176



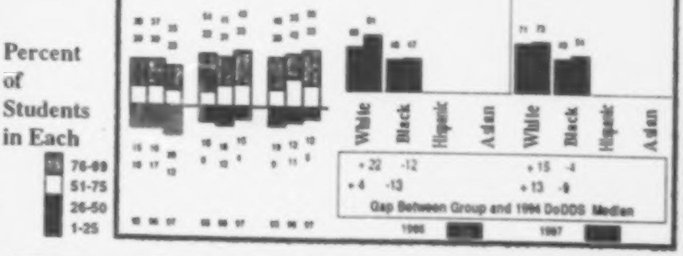
Grade 4

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	65.6	59.6	69	66.5	65.5
District	65.9	60.9	65.4	61.8	58.7
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	146	146	145	145	144



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	61.5	73.7	75.6	72.2	69.2
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	169	169	169	169	169



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Patrick Henry ES
UNIT 29237
APO AE 09102

DSN Phone: 370-7454/8430
Fax Number: 49-6221-765491
Commercial Phone:
49-6221-762454

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	171	757.1	741.1	21%	64%	9%	5%	0%
5	96	148	735.8	741.9	24%	61%	11%	3%	0%
5	97	174	737.5	734.5	36%	50%	8%	5%	1%

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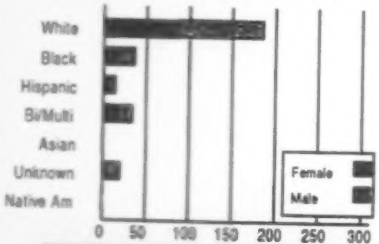
Stuttgart,
Germany

Department of Defense Education Activity
Robinson Barracks Elementary School (K-6)
1996/97 School Profile
Cynthia Gessling, Principal

School Characteristics

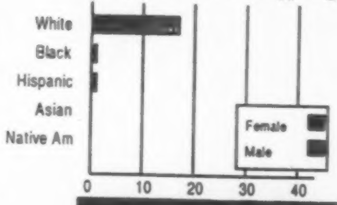
Student Enrollment - 289



Grade	#
K	40
1	31
2	45
3	50
4	40
5	44
6	39
Total	289

Sponsor Affiliation	
Marine	3%
Army	60%
Navy	10%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	15	5%
K-8	TAG	56	19%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	0
> 10	17

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	1
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	58%
Doctorate	0%

Principal's Highlights

Robinson Barracks Elementary School is located in Stuttgart, Germany. The neighborhood environment and the modern facility with an exceptional staff provides a nurturing environment for children. Strong home-school partnership with added community support helps us achieve good academic success.

Implementation of an after school mentoring tutorial program has increased our student's committment and preparedness for homework, good study habits, and technology. Over 25% of our students have been actively involved in a 2 day a week program this school year. Expansion of our Home-School partnership plan has given us more positive visibility as a good resource for the community when there are concerns about a child's social, emotional and academic needs. Emphasis on weekly school newsletters with current educational practices and good parenting tips has been beneficial to our constituents.

Evening activities of significant success and attendance were an author's visit, book fair, open house activities. Hosting the District Spelling Bee, becoming active participants in National contests (Geography Olympiads & Math Olympiads) as well as our systemwide academic incentives; Young Authors & Showcase prove our committment to giving all children an opportunity to succeed.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies...

All students in K-6 use the writing process in varying levels to emphasize learning in the content areas. Computer technology is utilized to imcorporate work processing skills in 11 grade levels 1-6. Buddy reading program, parents tutorial programs support our process. Geography Bee, Spelling Bee, Young Authors emphasize high expectations.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Criterion referenced test for fall 97 has been developed to measure school base outcomes in grades 1-6 in mastery of basic math skills. Inservice on inquiry approach and the National Science Standards provided us with a beginning on reviewing our science curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Weekly newsletter with parenting tips and child-related curricular topics provided more communication. Answering services were installed for nurse hotline, principal hotline, and school news. Coordinated school and community events that provided a quality program for children.

Benchmark 10.8: Establish Technology for teachers and administrators..........

All staff uses the computer lab with students. Students in grades 3-6 have been taught referencing skills with the use of CD -ROM and computer technology. Computer club, and weekly instruction in the pentium lab support technology.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.9	3.86	3.70
Co-Supporters	4.5	3.44	3.31
Co-Learners	4.4	3.17	3.00
Co-Teachers	4.5	3.54	3.31
Co-Advisors	3.8	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

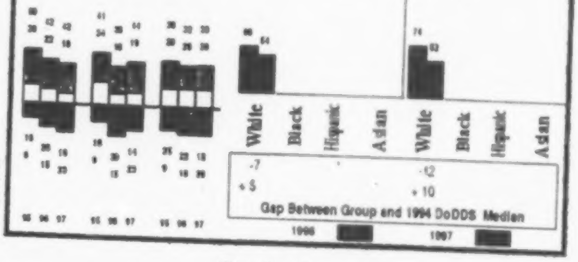
Volunteer program expanded to parents presenting curricular overviews, career exploration, subject matter, cooking, and crafts. Additional after school programs, computer, tutorial, book fairs, fall and spring fests, field days and home physical fitness activities augmented our program.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	64.3	59	60	59.3
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	43	43	43	43	43

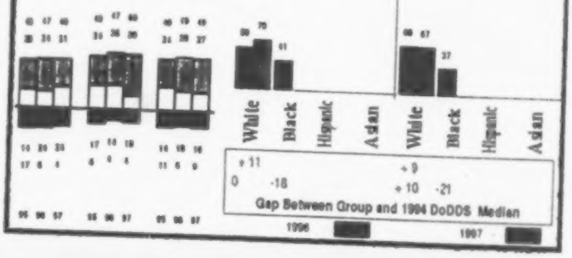
Percent of Students in Each

- 76-99
- 51-75
- 26-50
- 1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.3	79.3	75	64.7	69
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	45	45	45	45	45

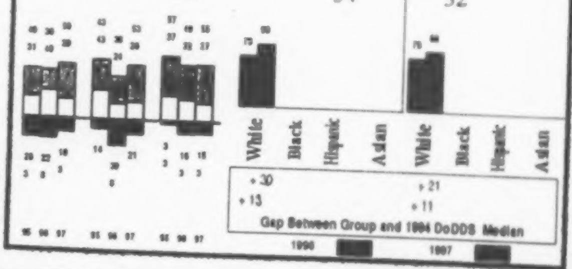


Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74	78	76.3	83	78.6
District	65.6	67.1	69.7	64.	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	34	34	33	34	32

Percent of Students in Each

- 76-99
- 51-75
- 26-50
- 1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. ˆGaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Robinson Barracks ES
STUTTGART
CMR 447 BOX 2231
APO AE 09154
DSN Phone: 420-7363/6164
Fax Number: 49-711-857473
Commercial Phone:
49-711-819-711819

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	35	745.5	741.1	29%	49%	20%	0%	0%
5	96	47	753.9	741.9	45%	49%	2%	2%	0%
5	97	45	721.1	734.5	20%	67%	11%	2%	0%

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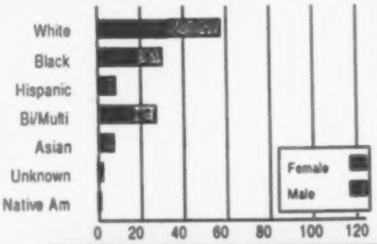
Worms,
Germany

Department of Defense Education Activity
Worms Elementary School (K-5)
1996/97 School Profile
Terry Emerson, Principal

School Characteristics

Student Enrollment - 132



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	8	6%
K-8	TAG	13	10%
K-12	ESL	5	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

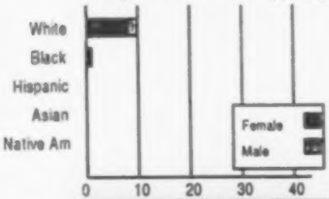
Grade	#
K	25
1	22
2	17
3	25
4	22
5	20
Total	132

Sponsor Affiliation	
Marine	<.5%
Army	82%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	4
1-3	1
4-6	1
7-10	1
> 10	6

Mobility Rate
41% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

Worms ES has emphasized "Writing Across the Curriculum" at all grade levels throughout the school year. Classroom teachers have developed and implemented grading rubics for mathematics and language instruction. In the Spring, the entire school participated in a "City of Worms " study week. The program involved all grades and disciplines, local commands, and many community members. Historical sites were visited in and around the city. Students completed study packets that will be memory books of history, culture, as well as their own literary and artistic abilities.

The school enrichment program again brought authors, actors, singers, and readers to the children of the Worms community compliments of the PTA. WES sent 12 "Young Authors" to the district conference and hosted a Guest Reader Program during the school year.

The school was visited by the North Central Association in April and reported very good progress on school improvement goals. They commended the school on their benchmark portfolios and the diversity of student artwork displayed. Parent involvement in classroom activities continues to be a strength at WES. A mentoring program was begun by the school in the Spring of 97 and will continue in 97-98.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies...

The school's emphasis on writing has been very effective as indicated by several measures. 92% of fifth graders tested performed at the "proficient" or "distinguished" levels . On a student survey, 95% of students in grades 1-5 indicated that they believe their writing is better as a result of using the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Implementation of Mathland and emphasis on "hands-on" math and science continues. Standardized test scores show an improvement on understanding of math concepts in grades 3-5. The tests also indicate a need for improvement in math computation. Strategies to address this need are being determined for next school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A parent Information Center was opened in the school for parents. Parents are given opportunities to provide feedback on programs during the school year. Parents and Military members have actively volunteered for the school mentor program.

Benchmark 10.8: Establish Technology for teachers and administrators.........

The school received 12 new Pentium computers this Spring and are scheduled to be on line with the Internet by Feb. 98. All staff are using ccmail and e-mail. Some parents and teachers comunicate using e-mail.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.86	3.70
Co-Supporters	3.2	3.44	3.31
Co-Learners	3.2	3.17	3.00
Co-Teachers	3.2	3.54	3.31
Co-Advisors	3.3	3.22	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

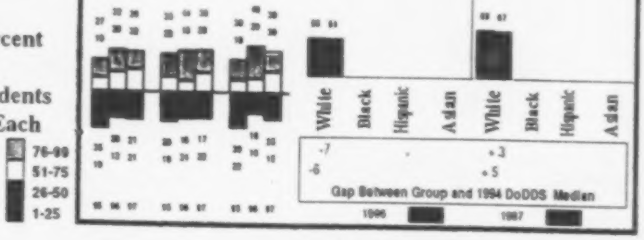
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

Parents were invited and attended several School/Home Partnership activities as co-learners, i.e. kid writing, Mathland peer counseling, and conflict resolution. The school counselor developed and implemented a mentorship program for the last quarter of the school year which involved 3 dozen students and adults mentors.

Grade 3

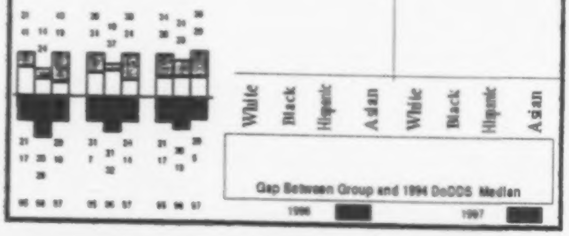
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	58.7	63	31	50.5
District	66.6	66.5	62.3	55.5	68.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	19	18	20	20	20

Percent of Students in Each



Grade 4

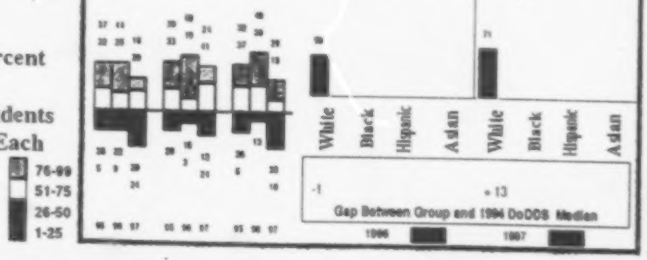
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	66	71	70.3	61.3
District	65.9	60.9	65.4	61.8	58.7
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	21	21	21	21	21



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	48	53	50	45.7	46
District	64	72.9	70.7	61.6	64.5
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	67%	62%	41%
	97	NA	70%	63%	41%
Math Avg Score	96	NA	504	506	508
	97	NA	513	505	511
Verbal Avg Score	96	NA	526	518	505
	97	NA	534	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Worms ES
CMR 455
APO AE 09058

DSN Phone: 383-7980/7219
Fax Number: 49-6241-594031
Commercial Phone:
49-6241-592843

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	19	719.2	741.1	16%	53%	11%	21%	0%
5	96	31	763.4	741.9	42%	52%	7%	0%	0%
5	97	16	715.9	734.5	6%	75%	12%	6%	0%

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SECTION E

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

HESSEN DISTRICT
1996-1997

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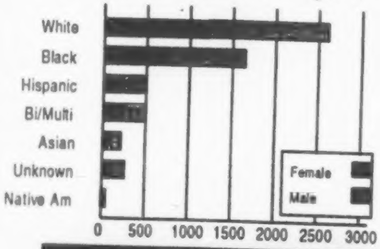
Department of Defense Education Activity
Hessen District
1996/97 Profile
Elizabeth Walker, Superintendent

District Characteristics

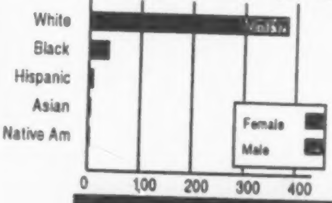
Student Enrollment - 5,644



Grade	#
PreK	118
K	628
1	661
2	612
3	528
4	504
5	488
6	397
7	381
8	383
9	321
10	246
11	198
12	179
Total	5644

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	645	11%
K-8	TAG	510	11%
K-12	ESL	158	3%
1	Reading Recovery	56	8%
7-12	AVID	150	
Students Taking AP Courses		147	39%

Teacher Experience

Years	Teachers
New	5
1-3	11
4-6	24
7-10	41
> 10	365

Mobility Rate
43% Per Year

School Staff

Category	FTE
Administrators	26
Classroom Teachers	303
Special Education	52
Other Professionals	83.5

Teacher Education

Degree	% Teachers
BA/BS	29 %
MA/MS	64.%
Doctorate	2 %

Superintendent's Highlights

The Hessen District Strategic Plan moved forward with the DSO team emphasizing the following areas:

Work continued with the Concerns Based Adoption Model (CBAM), a research study of the mathematics program implementation(begun in SY 1995-96). The first report on teachers' Levels of Use was published in January 1997; School-Based Staff Development opportunities continued with eight of seventeen schools in the district providing time for staff development by altering the daily time schedule; strong School Home Partnerships were fostered in all schools; a study of Curriculum Content Standards was undertaken by principals for the purpose of informing instruction; the Infusion of Technology into curriculum and instruction continued throughout the district, but most dramatically with the Model School project in Hanau.

The mission of the Hessen District, "to educate all students . . . through excellence in teaching and learning" in correlation with the DoDEA vision, gave impetus once again to all efforts.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Support continued for Reading, Lang. Arts & Social Studies. Support to schools included a fall inservice in using writing tasks as an assessment & teaching tool plus support of a District Middle School Writing Symposium & Young Authors' Festival for grades K-5. For Social Studies, the district won the TIME/AASA Award for "outstanding leadership in voter education".

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Focus remained on the evaluation and implementation of mathematics. A performance assessment for grades 2-8 showed progress at all levels. The greatest growth appeared at grades 3 & 6 with an increase of over 7 points each. (Scale: 0-30) The gap decreased slightly at grades 2,3, 5, & 8. Teacher support was provided through model lessons, coaching, a methods course, etc.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

E-mail is the main vehicle of communication to and among school personnel, the DSO & DoDEA. Other means of communication included The District Dispatch, the district's monthly newsletter, which published articles related to the Strategic Plan; AFN Television, the Stars & Stripes newspaper and local community newspapers which highlighted district happenings.

Benchmark 10.8: Establish Technology for teachers and administrators.

A district survey was conducted in the fall of 1996. Data showed that teachers were most confident in their use of word processing and least confident in their use of multi media. Staff development was provided throughout the year and in the summer of 97 based on these data. The survey will be readministered in the fall of 1997 to assess progress.

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Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	**3.60**	**3.70**
Co-Supporters	**3.09**	**3.31**
Co-Learners	**2.86**	**3.00**
Co-Teachers	**3.12**	**3.31**
Co-Advisors	**2.94**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

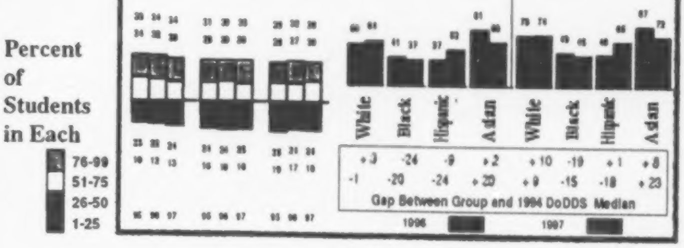
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The district created a quarterly newsletter for and about Key Communicators featuring SHP practices and accomplishments in the schools. Parents, teachers, and staff members contributed articles to the newsletter. The results of school parent surveys indicate that Hessen District parents find communication the strongest attribute.

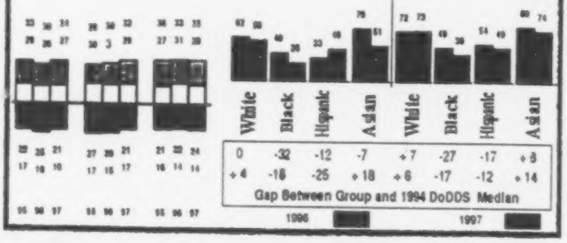
Grade 3

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **District**	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	480	480	480	478	479



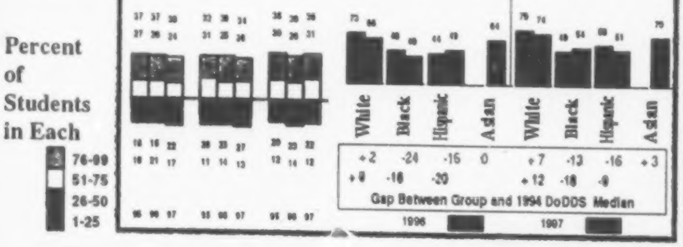
Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	59.8	60.7	62.9	44.2	58.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	379	378	379	378	380



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: **District**	61.5	58.6	65.2	53.5	65.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	181	181	181	181	181



SAT Results		District	DoDDS	Nation
% Participating	96	40%	62%	41%
	97	59%	63%	41%
Math Avg Score	96	484	506	508
	97	483	505	511
Verbal Avg Score	96	516	518	505
	97	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Hessen District
Attn: Elizabeth Walker
Unit 7565, Box 29
APO AE 09050

DSN Phone: 330-8431
Fax Number: 49-69-693258
Commercial Phone:
49-69-69580312

DoDEA Writing Assessment

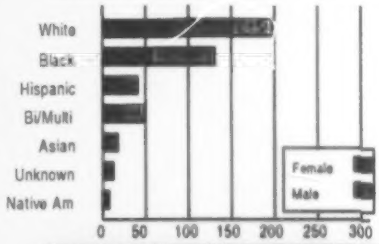
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	535	732.7	741.1	14%	56%	17%	12%	1%
5	96	421	730.6	741.9	27%	52%	18%	2%	1%
5	97	452	731.9	734.5	29%	57%	8%	6%	1%
8	95	387	768.5	767.6	32%	19%	32%	17%	0%
8	96	331	765.8	770	18%	40%	33%	8%	1%
8	97	347	692	689	30%	49%	13%	7%	2%
10	95	178	795.5	792.8	26%	40%	21%	11%	1%
10	96	234	794.6	798.9	29%	43%	20%	7%	1%
10	97	218	692.4	711.6	36%	34%	21%	6%	2%

Hanau,
Germany

Department of Defense Education Activity
Argonner Elementary School (PK-5)
1996/97 School Profile
Ora Flippen-Casper, Principal

School Characteristics

Student Enrollment - 456



Special Programs Grade Offered	Program	#	%
PK-12	Special Education	62	14%
K-8	TAG	56	13%
K-12	ESL	11	3%
1	Reading Recovery	0	0%
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

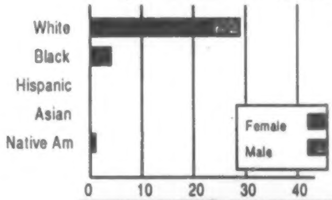
Grade	#
PreK	38
K	90
1	77
2	65
3	51
4	67
5	68
Total	456

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	3
1-3	0
4-6	2
7-10	3
> 10	24

Mobility Rate
52% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	1
Classroom Teachers	18.5
Special Education	5.5
Other Professionals	8.5

Teacher Education Degree	% Teachers
BA/BS	26%
MA/MS	71%
Doctorate	3%

Principal's Highlights

A highlight for our school this past year was the infusion of technology into the curriculum. In Jan. 1997, all classrooms received two Pentium computers with all specialists receiving one. Technology has permeated staff development in a myriad of ways, i.e. individual initiatives, peer tutoring, small groups and school-wide inservices. A school home page was begun after a staff member took an HTML course provided by the European Area Office and weekend technology courses offered in the Hanau Complex. On a Community Technology Day students demonstrated the use of technology and static displays they created by using technology.

Another highlight was the reorganization of the entire staff into Benchmark Committees. This ensured that each member of the staff understood his/her role in the School Improvement Process. This also facilitated a clearer recognition and celebration of the benefits of our School Improvement Process.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.

SIP strategies focused on writing. An assessment was given in the fall & spring with all grades showing growth. The most growth was noted at grades 1 & 4. Grade 1 rose from 1.44 to 3.28 on a 4-pt scale while grade 4 rose from 2.18 to 3.47 on a 6-pt scale. Highlights included hosting the Hessen District's Young Authors Festival & the publication of a student anthology of literature and art.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Classroom teachers continued to use MathLand activities. A performance assessment was administered in the fall and again in the spring. Data showed growth at all grade levels. The most growth was noted at grade 3 where the class average went from 13 to 20.3 and grade 4 where the class average grew from 14.7 to 22.0. (Scale: 0-30)

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly Management Council meetings, faculty meetings, and daily bulletins account for most of the teacher communication system. Parent/Community communications have been met via the principal's parent newsletter, SAC, PTA, IAC, and the publication of a monthly PTA newsletter. Teachers' letters and phone calls continue to parents.

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers involvement in the CAETI/ARPA project came to closure at the end of this year. However, with the NSF Model Schools project, staff received Pentium computers connected to a school-wide LAN system. Staff increased their self-confidence and skills through classroom use of the technology with students and a variety of technology workshops.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.2**	**3.60**	**3.70**
Co-Supporters	**4.0**	**3.09**	**3.31**
Co-Learners	**3.6**	**2.86**	**3.00**
Co-Teachers	**3.9**	**3.12**	**3.31**
Co-Advisors	**3.2**	**2.94**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

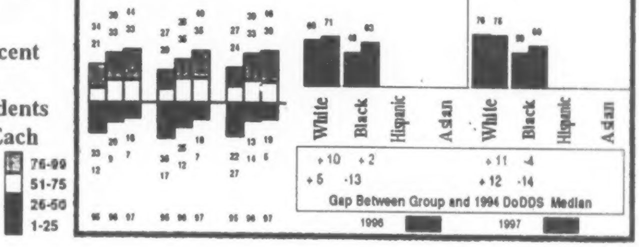
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Home/School Partnership committee sent an assessment to all families in the fall. They analyzed the data and determined our strengths and weaker areas. They have written the first draft of a home/school partnership action plan. A follow-up assessment was done in May. These data will be used to improve this area where parents feel improvement is indicated.

Grade 3

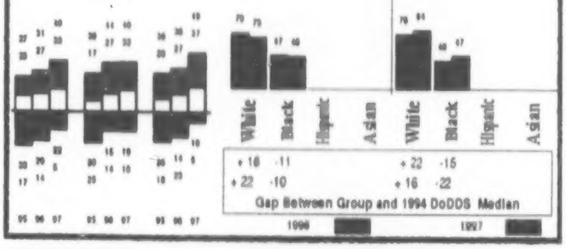
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	70	69.8	66.7	74.2
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	57	57	57	57	57

Percent of Students in Each



Grade 4

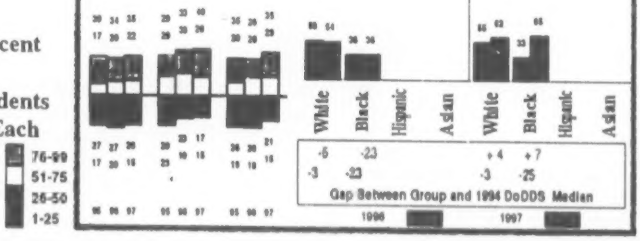
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69.8	67	74	67	75
District	64.5	61.4	63.5	58	58.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	63	63	63	63	63



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59.7	64	62	44	60
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	72	72	72	72	72

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Argonner ES
UNIT 20193, Box 0015
APO AE 09165-0015

DSN Phone: 322-8819/8374
Fax Number: 49-6181-574075
Commercial Phone:
49-6181-55442

DoDEA Writing Assessment

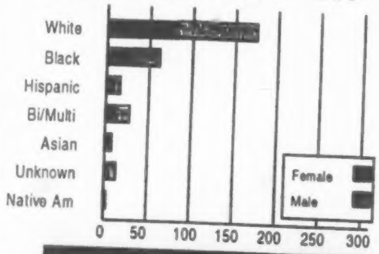
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	63	736.7	741.1	13%	64%	11%	13%	0%
5	96	55	738.6	741.9	31%	49%	18%	0%	2%
5	97	60	726.8	734.5	30%	57%	8%	3%	2%

Wiesbaden,
Germany

Department of Defense Education Activity
Aukamm Elementary School (K-5)
1996/97 School Profile
Christine Holston, Principal

School Characteristics

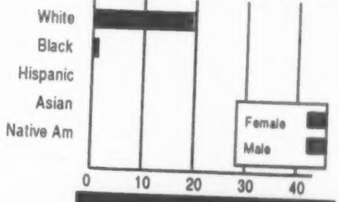
Student Enrollment - 306



Grade	#
K	38
1	52
2	56
3	44
4	52
5	64
Total	306

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	30	10%
K-8	TAG	65	21%
K-12	ESL	5	2%
1	Reading Recovery	4	8%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	18

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	13.5
Special Education	1.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Aukamm Elementary School, a small community school in the heart of Wiesbaden, educates a diverse population of students. The two story structure of twelve classrooms supports a program that promotes preparing students for the future. In addition to computers in each classroom, the school houses a complete computer laboratory and an automated Media Center.

Parents are actively involved through the Home/School Partnership Program, the Parent-Teacher Association, the School Advisory Committee, and a Volunteer Program. Instruction in the core subjects is emphasized; however, a host of related educational activities are taught in order for students to succeed in a rapidly changing and technological world.

An integrated approach is used as the instructional process with strong emphasis on collaboration and multiculturism. The Aukamm Program strives to develop each child to reach his/her fullest potential in an atmosphere that fosters acceptance, respect and trust.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

A locally developed writing assessment was administered to all students. Gains were noted at grades K, 1, 2, & 4. with the largest gain by 1st graders. These students increased from an average of 3.1 to an average of 6.6 on a scale of 0-8. 2nd grade students increased from 4.9 to 5.9 on an 8 pt scale and 4th grade students increased from 6.0 to 7.0 on a 12 pt. scale.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Student Performance was measured on a pre/post test basis. Growth was documented for all grade levels and all ethnic groups. The most progress was noted at Gr. 3 where the class average increased from 13.7 to 20.4 on a scale of 0-30. The gap was narrowed most at Gr. 2. The Gap between white and Afr. Am students was 5 points in the fall and decreased to 2 points in the spring.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

One example of effective communication with all DoDEA constituencies was the success of the year long multi-cultural study. Parents, DoDDS District/Area Adm & community members participated in Multi-Cultural Day activities . Published in District Dispatch & S/HP Co-Communicator Newsletter.

Benchmark 10.8: Establish Technology for teachers and administrators.

Electronic technology has been used by the entire staff to support all curriculum areas. A new lab has been installed. The entire school is currently being LANed. Training has occured and more is being planned to include new programs in record keeping and report writing.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.60	3.70
Co-Supporters	3.3	3.09	3.31
Co-Learners	3.3	2.86	3.00
Co-Teachers	3.1	3.12	3.31
Co-Advisors	2.9	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

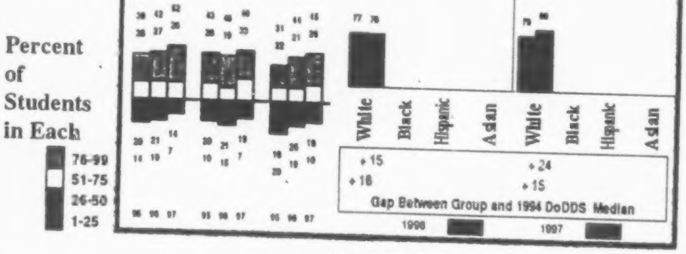
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Initial survey (Fall '96) results indicated high satisfaction among parents with regard to school/home communication, support for activities, and teaching and learning activities. (ie: 85% of parents who responded agreed or strongly agreed that they are kept aware of what happens at school and kept informed of their child's progress.)

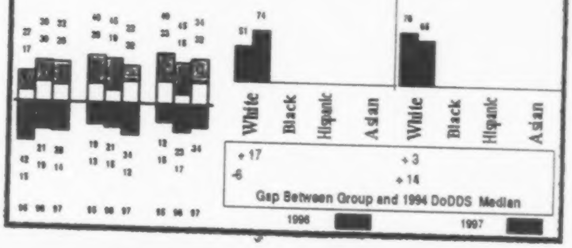
Grade 3

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	75.8	70.7	73.7	72	79.5
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	42	42	42	42	42



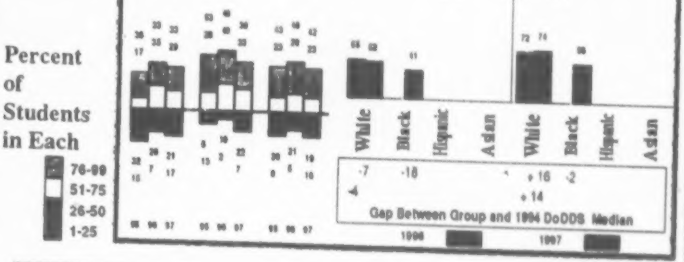
Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	66.5	58	67	61.5	55.5
	64.5	61.4	63.5	58	58.5
	67.2	63.9	67.5	62.8	62.6
	50	50	50	50	50
	50	50	50	50	50



Grade 5

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	60	69.3	66	52	63
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	58	58	57	58	57



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aukamm ES
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6260/6261
Fax Number: 49-611-561272
Commercial Phone:
49-611-561518

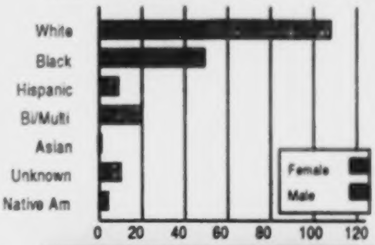
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	39	746.5	741.1	15%	56%	23%	5%	0%
5	96	45	761.8	741.9	36%	51%	11%	2%	0%
5	97	63	735.9	734.5	36%	46%	6%	11%	0%

Babenhausen, Germany

Department of Defense Education Activity
Babenhausen Elementary School (K-5)
1996/97 School Profile
Jacqueline Hulbert, Principal

School Characteristics

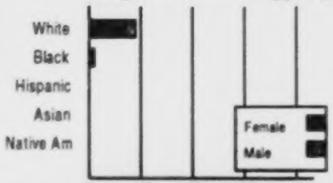
Student Enrollment - 201



Grade	#
K	43
1	41
2	35
3	29
4	25
5	28
Total	201

Sponsor Affiliation	
Marine	<.5%
Army	97%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	11	5%
K-8	TAG	32	16%
K-12	ESL	5	2%
1	Reading Recovery	8	20%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	1
> 10	8

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	
Other Profesionals	2

Teacher Education

Degree	% Teachers
BA/BS	80%
MA/MS	20%
Doctorate	0%

Principal's Highlights

Babenhausen Elementary School (BES) is an academically focused school serving K-5th grade students. Our school complex has 8 classrooms, a computer lab, science/math lab, gymnasium, and media center. The RIS/Reading Recovery program gives added strength to the school's emphasis placed on reading success. MathLand, computation strategies, and school-wide performance assessments give strength to the math program.

BES has an active PTO, which teams with teachers for Math Nights, the Week of the Young Child, etc. Parents are team players in school improvement planning, school advisory, and events for enrichment. School enrichment includes computer and chorus clubs, Math Olympiads, a geography bee, and multicultural activities.

Teachers have voluntarily rescheduled the school day for school improvement planning and staff development. Parents and teachers note our school strengths as co-communicators and co-teachers toward the achievement of student outcomes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies....

Based upon school comprehension data, the percent of students achieving criterion increased from 66% on the pretest to 75% on the posttest. A family survey reported 98% of parents see their child reading at home. An increase was noted in parents reading to children and praising children for reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A school-wide math performance test noted the greatest gain for African-American students to be in grade 2 (6.7 to 13) & grade 3 (9.14 - 14) based on a scale of 0 - 30. The gap still exists with noted equal gains in grade 5 (12.75 to 15.09 white, 8.5 to 11.67 Afr. Am). The parent survey showed parents felt more comfortable with the math program and family Math Nights were popular.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Bi-monthly principal newsletters kept parents informed of school activities. The restructured day allowed teachers and parents time for in-service learning, curriculum planning, and data analysis. The parent-school organization teamed with teachers to provide school wide activities. Parents volunteered to be trained in the use of the Apple Lab to assist students.

Benchmark 10.8: Establish Technology for teachers and administrators..........

A teacher technology survey administered in the fall of 1996 showed teachers are at the beginning or middle level of comfort and capability. District computer coordinators provided in-service using our Apple Lab and the district learning labs. New technology is limited at this time to four media center computers.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**4.2**	**3.60**	**3.70**
Co-Supporters	**4.1**	**3.09**	**3.31**
Co-Learners	**3.6**	**2.86**	**3.00**
Co-Teachers	**3.8**	**3.12**	**3.31**
Co-Advisors	**3.6**	**2.94**	**3.17**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

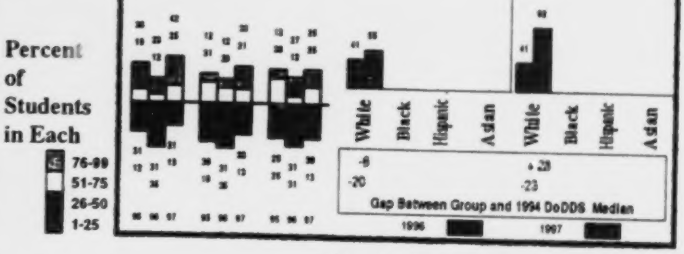
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School-Home Partnership data showed parents felt they were co-communicators and co-teachers in the student learning process giving these areas a 4 out of a possible 5 points. Data also showed that parents would like to be involved more in co-learning activities with teachers.

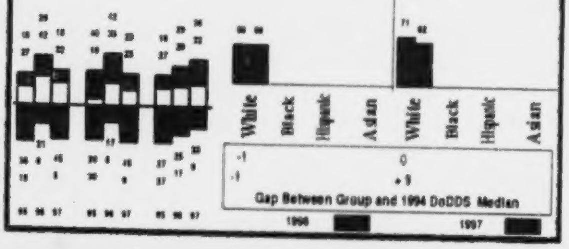
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	72	53	54	38.8	73
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	24	24	24	24	24



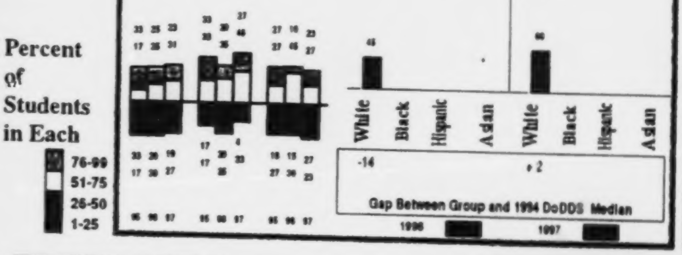
Grade 4

	Benchmark 3.1 Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	49.7	48.5	66	49	58.5
District	64.5	61.4	63.5	58	58.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	22	22	22	22	22



Grade 5

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	53.5	67	51.5	45.7	58.5
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	26	26	26	26	26



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Babenhausen ES
UNIT 20219, CMR 462
APO AE 09089-0005

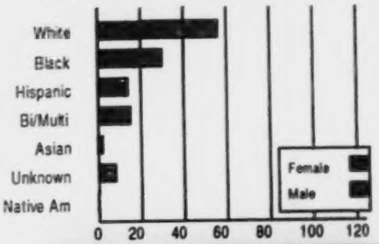
DSN Phone: 348-3818/3728
Fax Number: 49-6073-62558
Commercial Phone:
49-6073-3432

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	14	691.7	741.1	0%	50%	29%	21%	0%
5	96	19	676.9	741.9	16%	47%	26%	5%	5%
5	97	24	696.3	734.5	8%	58%	21%	12%	0%

Bad Nauheim, Germany

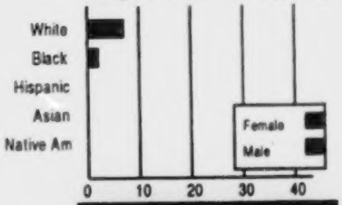
Department of Defense Education Activity
Bad Nauheim Elementary School (K-6)
1996/97 School Profile
Barbara Burke, Principal

School Characteristics


Student Enrollment - 125

Grade	#
K	23
1	22
2	20
3	21
4	14
5	14
6	11
Total	125

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%


Professional Staffing

Special Programs

Grade Offered	Program		
PK-12	Special Education	10	8%
K-8	TAG	N/A	N/A
K-12	ESL	5	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	9

Mobility Rate
50% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Principal's Highlights

The relatively small Bad Nauheim Elementary School in the Hessen District of Germany has continued to provide an equitable education for all students. The faculty is outstanding in its efforts to set high achievement goals in all areas of the curriculum. Each student is treated with respect and encouraged to treat others with respect.

Parental support has been excellent, and as a result serious behavioral problems have been at a minimum. Our school supports the belief that all students can achieve, and our test scores indicate that high student achievement is taking place. Our major areas of emphasis continue to be writing and math, and our students participate with enthusiasm. Student writing and other projects are proudly displayed throughout the halls and the classrooms.

The Bad Nauheim faculty, staff and administration recognize the unique qualities of each of its students, and they continue to provide an environment that is conducive to academic and social growth.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

Process writing continues to be utilized and integrated throughout our curriculum and has proven to be successful. Achievement in writing is measured holistically by our SIP. The percentages of students scoring in the top half of the rubric are as follows: Kdg-5%, 1st-56%, 2nd-69%, 3rd-80%, 4th-81%, 5th-80%, and 6th-92%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Math achievement was clearly evidenced by our SIP assessments. Percentages of students with a maximum rubric score of three on the spring posttest are as follows: Mathematical Action-64%, Mathematical Thinking-65%, Communication-49%, and Product-62%. Mini-science fairs throughout the school augmented the science curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

School newsletters, teacher newsletters, parent-teacher conferences and an open door policy keep teachers and parents in close contact. Group conferencing was held in the spring of 1997 and was loudly applauded as a success by both parents and teachers.

Benchmark 10.8: Establish Technology for teachers and administrators

A teacher survey was administered in the fall of 1996. Data show that a majority of our teachers feel confident in personal use of word processing and ccmail. A majority of teachers are integrating the use of word processing in their work with students. A post assessment will be administered in the fall of 1997.

Average Ratings of SBP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.60	3.70
Co-Supporters	2.0	3.09	3.31
Co-Learners	1.5	2.86	3.00
Co-Teachers	2.5	3.12	3.31
Co-Advisors	1.7	2.94	3.17
1= traditional 2=little progress . 3=visible progress 4=much progress 5=full implementation			

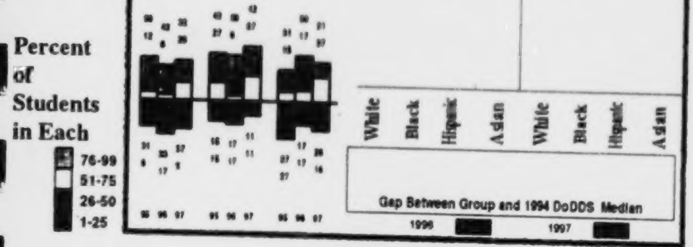
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Results of the SIP post assessment by our parents were most encouraging. 91% agree or strongly agree that they are kept well aware of school activities. 98% agree or strongly agree that their child's teacher keeps them well informed of their child's progress. 87% agree or strongly agree that parents are encouraged to be volunteer helpers.

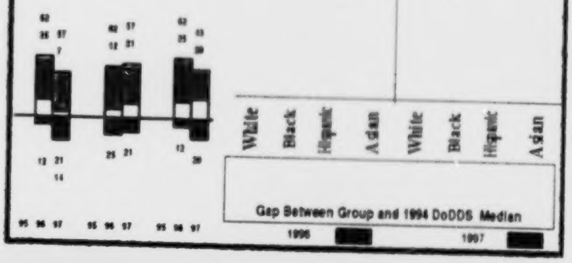
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51.7	66	55	51	47.3
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	19	19	19	19	19



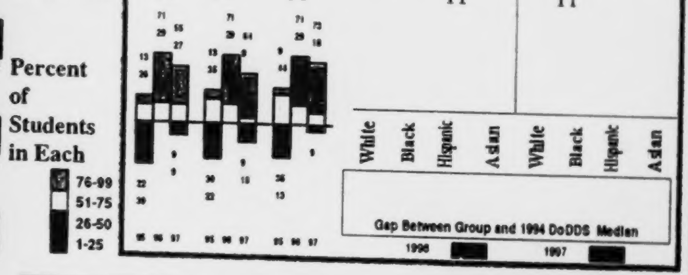
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	80.5	75	54	72.5
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	14	14	14	14	14



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	82	82	88	85	88
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	11	11	11	11	11



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Nauheim ES
UNIT 21103
APO AE 09074-0005

DSN Phone: 324-3548
Fax Number: 49-6032-87548
Commercial Phone:
49-6032-85580

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	13	755.8	741.1	15%	62%	23%	0%	0%
5	96	7	*	741.9	43%	57%	0%	0%	0%
5	97	12	762.4	734.5	42%	50%	0%	8%	0%

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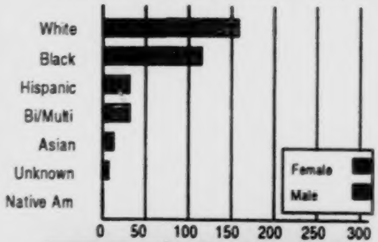
Butzbach,
Germany

Department of Defense Education Activity
Butzbach Elementary School (PK-6)
1996/97 School Profile
Marion Parker, Principal

School Characteristics

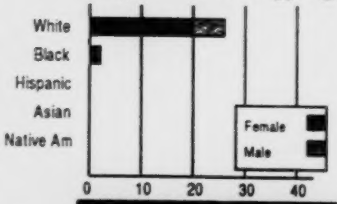
Student Enrollment - 357



Grade	#
PreK	18
K	63
1	66
2	50
3	50
4	45
5	35
6	30
Total,	357

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	58	16%
K-8	TAG	47	14%
K-12	ESL	27	8%
1	Reading Recovery	8	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	2
7-10	2
> 10	23

Mobility Rate
60% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	5
Other Professionals	6.5

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

Butzbach Elementary School actively pursued student achievement through the concerted efforts of the teachers and staff using School Improvement Plan. Areas of notable increase can be found in writing assessments scores and the math inventory scores for grades Kindergarten and first. The school goal of writing across the curriculum is greatly enhanced by the computer instruction teacher available for student. The Media Center has a number of IBM computers for students.

Reading Recovery enables young learners early school success. A variety of after school curriculum centered activities were offered for students such as: musicals using original student writing, science day, reading and storytelling. An active PTA and school spender parent evenings were highlights of the year. The goal of increasing the reading rate and retention for all students is the focus of the school staff, parents and teachers.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

The staff, as a whole, has worked on implementing the writing process in all areas of our curriculum. Many teachers in grades 3-6 have implemented CIRC with an emphasis on the connection between reading and writing. The data show gains in writing ability at all grade levels with the greatest gain at the first grade level from 1.9 to 3.73 on a 9 point scale.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Curriculum standards were implemented with the use of Mathland. Major components included the use of manipulatives and student mathematical reproductions with written explanations. School performance assessment data show gains at all grade levels. At grade 2, 3, 5, and 6 there was no significant difference in achievement between minority and majority students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers in the school have access to cc:mail which links us to DoDDS worldwide. A .5 teaching position was allocated to assist teachers and students in their continuing search for technological proficiency. Staff Development and Teacher Inservice has focused on learning about multi-media and computer technology.

Benchmark 10.8: Establish Technology for teachers and administrators.

A teacher survey was administered in the fall of 1996. Data show that the staff feels confident in their ability to use word processing, electronic mail, and multimedia programs. Work continues on integrating the use of computers into the classroom curriculum. A post assessment will be administered in the Fall of 1997.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.60	3.70
Co-Supporters	3.1	3.09	3.31
Co-Learners	3.6	2.86	3.00
Co-Teachers	3.4	3.12	3.31
Co-Advisors	2.7	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

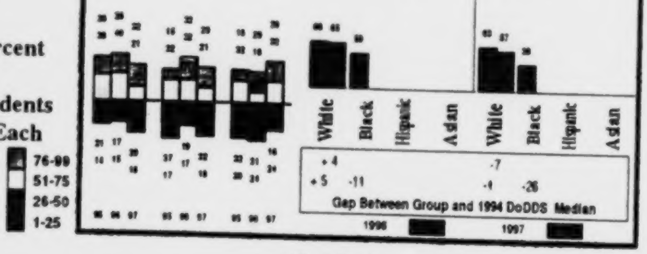
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

We have had numerous evening programs that have increased parental involvement with the school such as: math strategies for use at home, reading strategies for use at home, computer technology and a multi-cultural program. Future plans include seeking parents to serve as translators for parents that speak a language other than English.

Grade 3

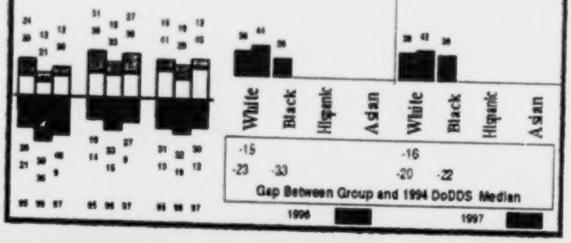
	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	52	48	61.3	67.5	50.5
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	38	38	38	38	38

Percent of Students in Each



Grade 5

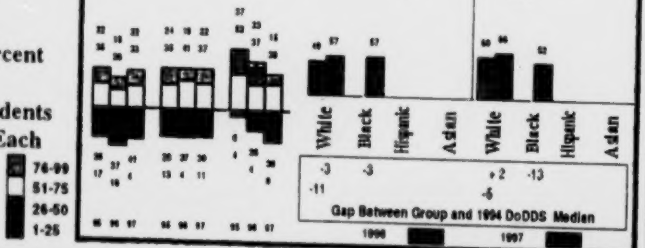
	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	48	68	59.3	48.3	43.8
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	33	33	33	33	33



Grade 6

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	55	56	55	56.7	61
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	27	27	26	27	26

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Butzbach ES
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Fax Number: 49-6033-72623
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DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	30	708.5	741.1	7%	50%	23%	20%	0%
5	96	37	681.9	741.9	11%	43%	38%	8%	0%
5	97	37	708.9	734.5	11%	68%	11%	11%	0%

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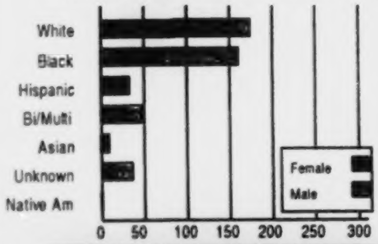
Darmstadt,
Germany

Department of Defense Education Activity
Darmstadt Elementary School (PK-5)
1996/97 School Profile
Julie Gaski, Principal

School Characteristics

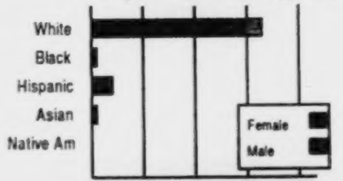
Student Enrollment - 460



Grade	#
PreK	28
K	84
1	62
2	91
3	72
4	71
5	52
Total	460

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	96	21%
K-8	TAG	80	19%
K-12	ESL	16	4%
1	Reading Recovery	16	26%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	37

Mobility Rate
48% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	8
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

Darmstadt ES is proud of its gains in all areas of its School Improvement Plan. School wide holistic writing assessment reveals a significant upward trend in the scores of students across all grade levels. Standardized (CTBS) tests indicate improved performance in math. Performance tests (GOALS) in math show significant improvement of the four grades tested. Student and parent attitudes toward reading, math and technology are positive and continually improving.

Parent involvement, always a strength in this school, has taken even stronger hold, and surveys reflect evolving roles for parents in more aspects of school life. Over 250 people, parents and community members alike, were recognized this year as volunteers in some aspect of the school program. Due to the arrival of hardware for a computer lab, student growth in the use of technology will be enhanced. With hard work and focus, a good school is becoming a great school!

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies...

Writing assessments were administered to students in grades Kindergarten through five in September '96 (pretest) and in April '97 (posttest). The assessment scale ranged from 0-12. In the pretest, 141 students (34%) out of 420, had a score of 7 or above. In the posttest, 223 students (55%) out of 408, had a score of 7 or above indicating an increase of 21%.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Performance tests were administered to one class in each grade level 2 through 5. Raw scores show increase in performance from the pretest to the posttest: Gr. 2 (11.35 - 17.5); Gr. 3 (7.89 - 15.5); Gr. 4 (11.74 - 19.37); Gr. 5 (12.93-20). While overall performance increased, the gap didn't decrease.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An overall rating of 4, out of a possible 5, was given to DES by the S/H Evaluation team in the area of co-communicator practices. Strengths noted were teacher newsletters, school wide communications, and the use of the local media.

Benchmark 10.8: Establish Technology for teachers and administrators.........

A teacher survey was administered in the fall of '96 on a scale of 0 -5, 5 being the highest. Data show that teachers are more comfortable in personal use of technology skills than technology integration in the classroom. A post assessment will be administered fall '97. (Word processing 4.28 - 3.10); (CC mail 3.8 - 1.59); (multimedia 3.11 - 2.59)

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.60	3.70
Co-Supporters	3.7	3.09	3.31
Co-Learners	2.8	2.86	3.00
Co-Teachers	3.6	3.12	3.31
Co-Advisors	3.3	2.94	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

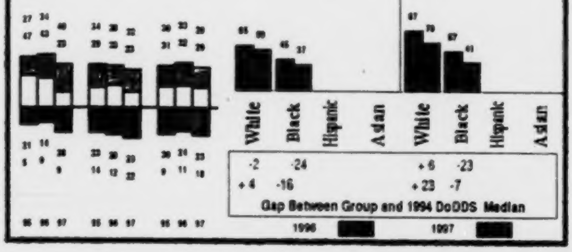
In SY 96-97, 244 parent volunteers were directly involved in school activities. S/H Evaluation team rated DES using the 5-tiered model. Results indicate "visible progress toward S/H partnership." 79% of parents surveyed in April '97 feel comfortable volunteering at school. 72.5% of the same group feel a part of what goes on at school.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	60	58	50	60
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	65	65	65	65	65

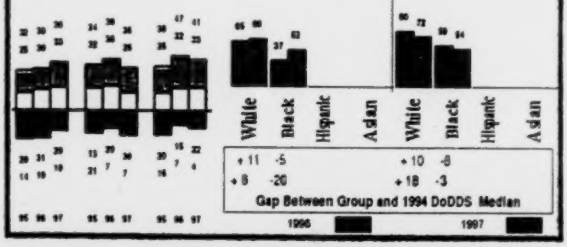
Percent of Students in Each

▨ 76-99
☐ 51-75
■ 26-50
■ 1-25



Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.2	60.7	64.5	56	62.5
District	64.5	61.4	63.5	58	58.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	69	69	69	69	69

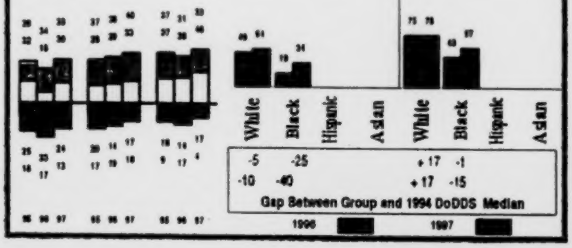


Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.5	69.6	66	49.5	61.3
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	46	48	46	48	48

Percent of Students in Each

▨ 76-99
☐ 51-75
■ 26-50
■ 1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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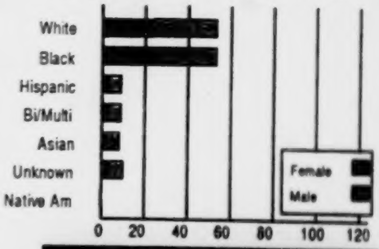
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	69	724.5	741.1	16%	59%	16%	6%	0%
5	96	55	728.7	741.9	31%	46%	22%	2%	0%
5	97	47	732.4	734.5	26%	62%	11%	2%	0%

Darmstadt, Germany

Department of Defense Education Activity
Darmstadt Middle School (6-8)
1996/97 School Profile
Shirley Sheck, Principal

School Characteristics

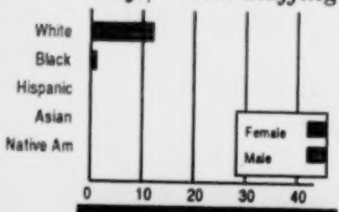
Student Enrollment - 142



Grade	#
6	52
7	40
8	50
Total	142

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	19	13%
K-8	TAG	23	16%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	10

Mobility Rate
41% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	11.5
Special Education	1
Other Professionals	1

Teacher Education

Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Darmstadt Middle School is comprised of 145 students in grades 6, 7 and 8 with a staff of 12 classroom teachers and 6 itinerant specialists. The curriculum offers all core subjects plus a fine arts program for students to have an opportunity for self-expression through the arts. In addition, the computer lab has allowed for more student involvement in writing across the curriculum.

Monthly staff development inservice days provide an opportunity for greater interaction among teachers and sharing of ideas. All staff members belong to at least one benchmark committee and parents work on subcommittees. Data were reviewed, strategies selected, school improvement and action plans were developed and guest presenters offered training.

Darmstadt Middle School strives for enhanced learning for all students. Continual review of the data allows us to modify our approaches and increase student learning.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Strategies focused on Social Studies, emphasizing cross-curricular integration. Students were involved in research and writing projects connecting 2 or more subjects; i.e. SS, & Lang. Arts. Student projects were assessed holistically. Survey data showed an increase in students making connections among disciplines.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Strategies centered on continued implementation of the math series. A performance test was given semi-annually as an additional tool to evaluate achievement. Data show the greatest growth at grade 6 where the class average rose from a raw score of 11.51 to 22.15, a gain of 10.64 points! (scale 0-30)The gap narrowed the most at grade 8 decreasing from 7.3 points to 4.5.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Information is shared via written, oral, and face-to-face means. Student assignment books maintain two-way communication. E-mail access is available between many parents, teachers, and students to facilitate communication.

Benchmark 10.8: Establish Technology for teachers and administrators

With the technology upgrade to the computer lab and media center, plus teacher training, students and staff use technology for teaching and learning. An Internet connection is expected shortly. Students enjoy daily access to two computer labs, many taking advantage of E-mail capability.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.60	3.70
Co-Supporters	2.9	3.09	3.31
Co-Learners	2.4	2.86	3.00
Co-Teachers	2.8	3.12	3.31
Co-Advisors	3.1	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

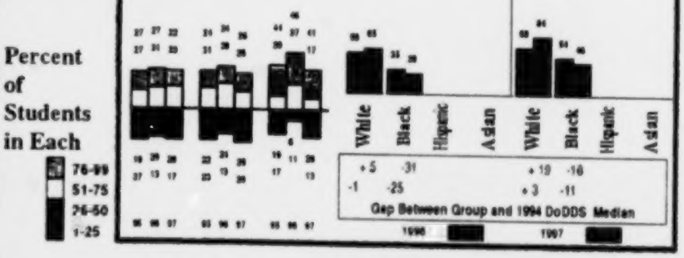
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...
Survey and site-based evaluation results indicated positive communication. (i.e.: 60% respondents reported they were well informed.) Parents continue to be active in all aspects of the school. Successes included newsletters, Integrade program reports, assignment books, volunteers, and in-house suspension.

Grade 6

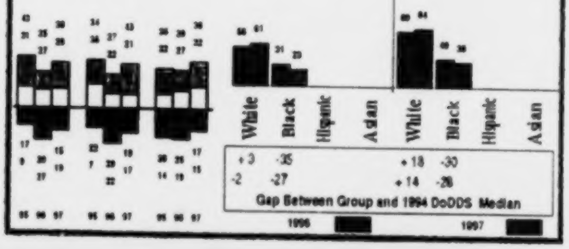
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	53.7	54.5	56.5	56	68
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each



Grade 7

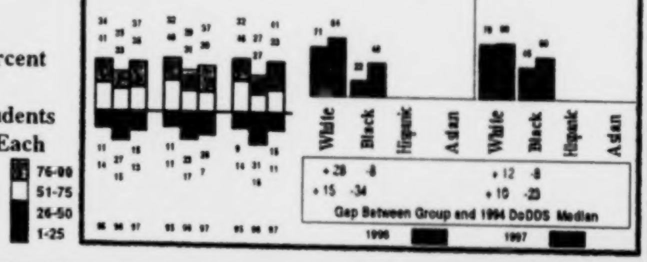
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62	70	64.5	40	70.8
District	59.8	60.7	62.9	44.2	58.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	47	47	47	47	47



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	67.7	71.8	67.5	69.5
District	60.2	64.3	66.8	52.1	61.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	46	46	46	46	46

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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49-6151-64153

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	37	819.7	767.6	60%	16%	22%	3%	0%
8	96	45	769	770	18%	38%	36%	9%	0%
8	97	45	710.6	689	27%	64%	4%	4%	0%

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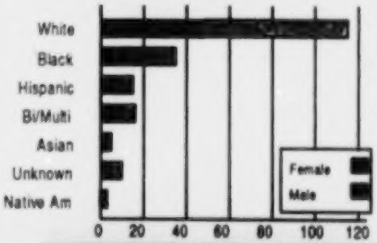
Gelnhausen,
Germany

Department of Defense Education Activity
Gelnhausen Elementary School (K-5)
1996/97 School Profile
Carl McClelland, Principal

School Characteristics

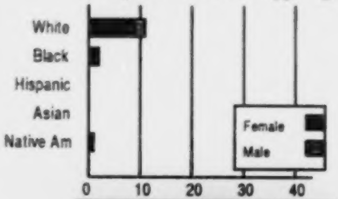
Student Enrollment - 199



Grade	#
K	38
1	52
2	31
3	21
4	24
5	33
Total	199

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	**Special Education**	19	10%
K-8	TAG	30	15%
K-12	ESL	9	5%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	2
> 10	14

Mobility Rate
56% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	21%
MA/MS	79%
Doctorate	0%

Principal's Highlights

During the 1996-1997 school year, our school worked to increase student achievement as measured by the math Goals test. The staff also worked with the social studies program. A new integrated reading and language arts curriculum was adopted. It is the latest series to teach children the twenty-first Century skills.

The entire school continued the Mathland curriculum and all stakeholders are comfortable with its content. We as educators are very proud of our efforts.

Gelnhausen School enjoys outstanding military support and our parent participation is very high. The School/Home Partnership has made a difference in the level of support. All partners are truly a team at the school.

Teachers continue to build school communication both inside DoDEA and in the military community. We are building a partnership with all the stakeholders.

Our staff has built a strong technology foundation with the addition of a new computer lab which is internet and electronic mail capable. The students, teachers, and parents will be able to communicate world wide.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies.

The fourth grade scores increased on CTBS by 2.5%. As students progress, growth is evident in reading, language arts and social studies. All teachers used cooperative learning two times a week during their Mathland and social studies instruction. All teachers used thematic units developed in the social program two times a week.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

CTBS and the math Goals test were administered. The Math goals test showed that racial/ethnic/gender groups increased performance in all grade levels and narrowed the gap significantly in grade five. (Class average increased 3.73 points from Fall to Spring testing; African-American 6.5 points; other minorities 4 points.) Science scores on CTBS gained 4% in grade five.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This benchmark has shown some growth. Consultants have conducted climate inservices for twenty-five staff members. Inservice have been provided and other means of school communication are planned. The goal is to continue to work on school climate. Principal invited all commanders to visit the school during the year. They all visited at least two times.

Benchmark 10.8: Establish Technology for teachers and administrators.

We have increased and progressed in our technology area with 100% participation from teachers and administrators. Inservice and after school staff development have been very effective. Twenty-five computers have been added forming a second lab. Four new computers have upgraded the Media center.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.60	3.70
Co-Supporters	3.3	3.09	3.31
Co-Learners	2.8	2.86	3.00
Co-Teachers	3.2	3.12	3.31
Co-Advisors	2.9	2.94	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

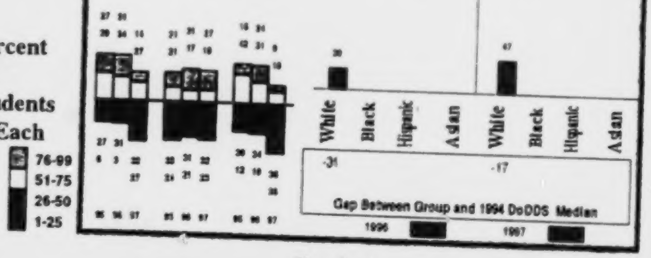
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The school-home partnership has greatly increased with more than 90% of the parents involved as active volunteers. The consultative research study shows success in the following areas: volunteer program, children as teachers, strong PTSA, open door policy, and family support from the school.

Grade 3

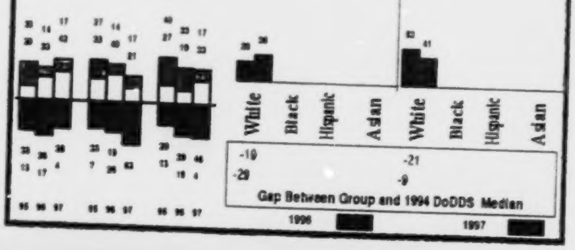
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	42	44	36.5	29	49.5
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each



Grade 4

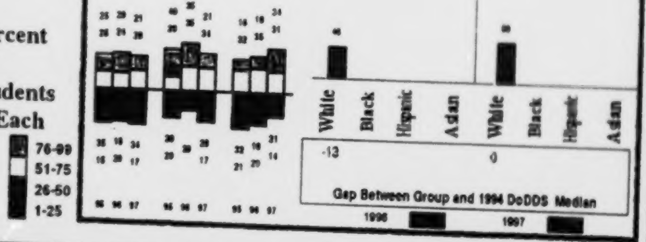
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
	56.7	46.5	51.3	40	35.5
	64.5	61.4	63.5	58	58.5
	67.2	63.9	67.5	62.8	62.6
	50	50	50	50	50
	24	24	24	24	24



Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	49	56	58.7	44	51
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gelnhausen ES
CMR 465
APO AE 09076-0005

DSN Phone:
Fax Number: 49-6051-18273
Commercial Phone:
49-6051-13011/2

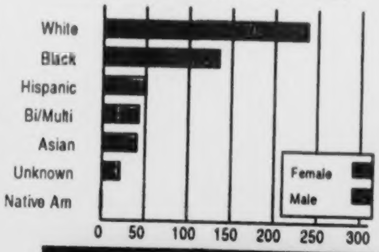
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	19	694.4	741.1	0%	58%	16%	26%	0%
5	96	6	*	741.9	17%	83%	0%	0%	0%
5	97	28	699.3	734.5	29%	43%	18%	7%	4%

Wiesbaden, Germany

Department of Defense Education Activity
General H.H. Arnold High School (9-12)
1996/97 School Profile
Edward Siemaszko, Principal

School Characteristics

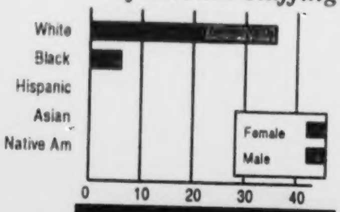
Student Enrollment - 529



Grade	#
9	171
10	142
11	115
12	101
Total	529

Sponsor Affiliation	
Marine	<.5%
Army	59%
Navy	<.5%
Air Force	9%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	31%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	30	6%
K-8	TAG	N/A	N/A
K-12	ESL	7	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	30	
AP Courses Offered		10	
Students Taking AP Courses		83	39%

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	6
7-10	9
> 10	24

Mobility Rate
26% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	33.5
Special Education	4
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	64%
Doctorate	7%

Principal's Highlights

Gen. H.H. Arnold High School serves the needs of 500 students who are primarily dependents of military personnel in Wiesbaden, Darmstadt, and Rhein Main, Germany. The school promotes close ties with parents, the local community, military leadership and student organizations. Representatives of these groups join with staff members as an integral part of the School Improvement Team.

A broad-based curriculum offers vocational education, tech prep, and college preparation. Programs for learning-impaired students are available for all levels of disability. H.H. Arnold combines a program of inclusion with special consideration for individual needs. Advanced Placement courses are offered in English, Calculus, Biology, US History, US Government, Art and foreign languages. Telecommunications courses are available for students with special interests. H.H. Arnold runs an eight-block daily schedule.

Approximately 70% of our graduates attend college and 10% opt for military careers. Graduates of the Class of "97" have been accepted at Yale, Princeton, Brown, Vanderbilt, Northwestern, Penn, Illinois, the Air Force Academy, Cal Poly, Wake Forest, Duke, and William and Mary.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

Writing assessment is given in Fall 1996 and Spring 1997. Strategies discussed at faculty meetings supported the goal of improving writing skills. One staff training session focused on holistic grading and staff members graded the writing assessments. Rubrics for grading writing assessments were developed and distributed to staff members.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Emphasis was on integrating math in other content areas. A student attitude inventory was administered in Fall 1996; however, no student post-survey was given due to primary emphasis on the language arts benchmark.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Information is shared with parents via the Parent Center, the Parent Newsletter, School Advisory Committee meetings, and with postcards that document student progress. Twice yearly Parent Conference days are scheduled to allow parents to communicate directly with teachers. Student agendas were provided: the agendas include the school handbook/policies.

Benchmark 10.8: Establish Technology for teachers and administrators.

A teacher technology survey was administered in the Fall of 1996. Results showed teacher strengths and weaknesses; staff development sessions were tailored to these needs. New computers will be received soon and, with the anticipated LAN project in our school this summer, this benchmark will receive strong emphasis next year in all content areas.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.60	3.70
Co-Supporters	2.7	3.09	3.31
Co-Learners	2.1	2.86	3.00
Co-Teachers	3.1	3.12	3.31
Co-Advisors	3.0	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

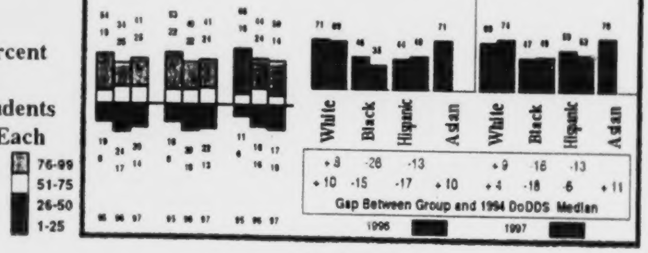
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....
Strong emphasis was placed on Home School Partnership. A parent center was established, pre- and post-surveys on parent perceptions of school effectiveness were administered, use of the Parent Newsletter and AVID Family Nights was continued, and a Mentor program including military members of the local community was developed to start next year.

Grade 9

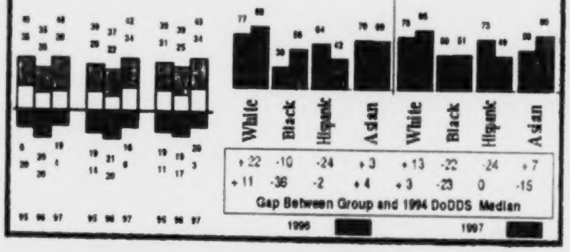
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	65.8	68.8	75.7	57	55.3
District	61.6	65.6	74.1	51.9	55.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	155	155	155	155	155

Percent of Students in Each



Grade 10

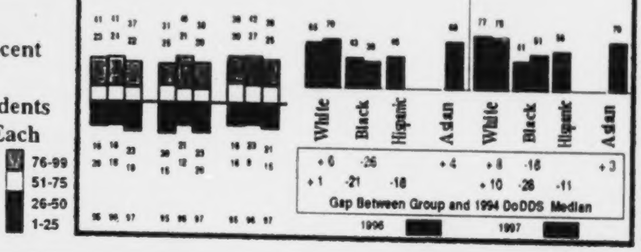
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	74.3	68.5	72.3	68.7	71.5
District	68.1	64.1	68.2	62.3	66.3
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	130	130	132	132	130



Grade 11

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	58.5	65.5	65	58.3	68.1
District	61.5	58.6	65.2	53.5	65.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	102	102	102	102	102

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	32%	40%	62%	41%
	97	62%	59%	63%	41%
Math Avg Score	96	491	484	506	508
	97	499	483	505	511
Verbal Avg Score	96	529	516	518	505
	97	520	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Gen HH Arnold HS
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6236/6237
Fax Number: 49-611-700357
Commercial Phone:
49-611-718131

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	73	828.3	792.8	38%	49%	10%	1%	1%
10	96	130	807.7	798.9	38%	38%	19%	5%	1%
10	97	125	702.5	711.6	45%	31%	18%	3%	2%

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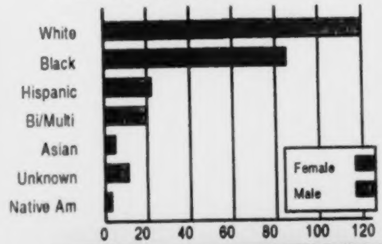
Giessen, Germany

Department of Defense Education Activity
Giessen Elementary School (K-6)
1996/97 School Profile
David Russell, Principal

School Characteristics

Student Enrollment - 269



Grade	#
K	48
1	56
2	39
3	38
4	39
5	26
6	23
Total	269

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

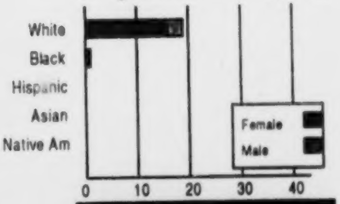
Grade Offered	Program	#	%
PK-12	Special Education	31	12%
K-8	TAG	38	14%
K-12	ESL	4	1%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	16

Mobility Rate
58% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	2
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	70%
Doctorate	5%

Principal's Highlights

Giessen Elementary educates a diverse population of students, including learning disabled, English as a Second Language, and communication impaired. The Home School Partnership continues to increase opportunities for parents as co-teachers and supporters though the Pre-Schoolers Story Hour, the opening of the Parent Lounge and the PTSO's activities also directly support instruction. Our growth in meeting the goals in writing, math and use of technologies is being validated by the North Central Association of Schools this year. These indicators of success suggest it is time to move to other areas to increase learning for the children.

The IBM Computer Lab is internet connected and each room has an IBM and Apple computers. The staff has elected to increase teacher in-service time by using one Thursday afternoon per month to increase skills with technologies, implementing the new reading program and providing field trips that match the needs of the children.

The staff is committed to schooling each child to reach the fullest possible potential in an atmosphere of acceptance, common respect and trust. In this school all are learners.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies....

In the fall of 1996, the staff developed a four point rubric used to score fall and spring writing samples (Pre-& Post): The outcomes validated our expectations. We made significant growth in the writing/language arts area. Negative growth was shown at the lower ends of the scoring rubrics for grades 1 & 3. Positive growth was shown at the upper ends for grades 1 & 4.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Fall & spring data (grades 2-6) were gathered using a performance assessment. The data show that students at all grade levels increased. The greatest gain was at grade 6, where the class average increased from 7.63 to 21.35, a difference of 13.72 pts. (Scale: 0-30). The gap decreased at grades 2, 3, & 6. The largest decrease was 2.59 pts. at grade 2. (Fall Gap: 5.02, Spring Gap: 2.43)

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

The school continues to publish a monthly newsletter to inform the community about school activities and how community members might become involved. Teachers contribute news about events and academic achievement in the classroom. Teachers also publish class newsletters periodically.

Benchmark 10.8: Establish Technology for teachers and administrators..........

A teacher survey was administered in the fall of 1996 and a post assessment will be administered in the fall of 1997. The survey indicated that a majority of staff are most confidant with word processing skills and e-mail skills. Inservice was provided to continue to increase the proficiency of faculty with technology and to provide avenues for infusion into the classroom.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.60	3.70
Co-Supporters	3.1	3.09	3.31
Co-Learners	3.2	2.86	3.00
Co-Teachers	3.6	3.12	3.31
Co-Advisors	3.3	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

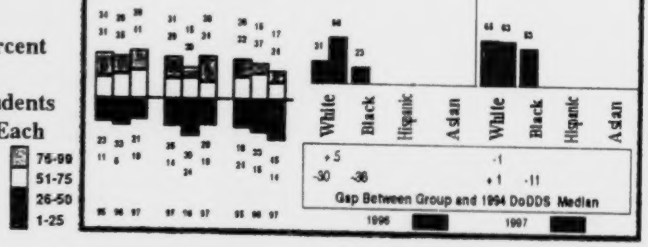
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A formal parental survey was issued at the end of the first marking period, Nov. 1996. Results were calculated to reference future needs. All volunteers are acknowledged in our monthly newsletters, through "Thank You" notes, and a recognition ceremony. Informal surveys were administered by means of questionnaires, conferences, and parent report cards.

Grade 3

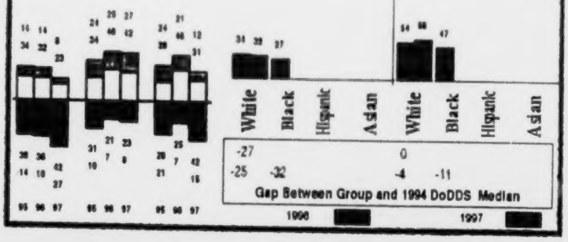
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	65	64	46	50.7	61
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29

Percent of Students in Each



Grade 5

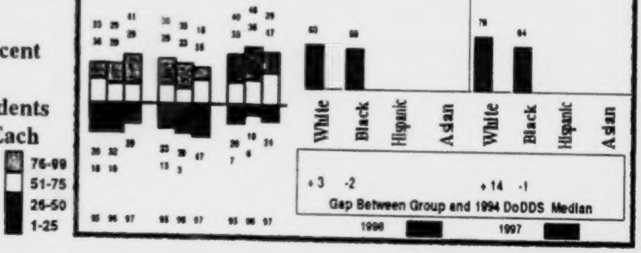
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	35	67.3	47.5	32.3	49.5
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	26	26	26	26	26



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	52	64	56.4	73.3
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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UNIT 20911
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DSN Phone: 343-7248/6690
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Commercial Phone:
49-641-46265

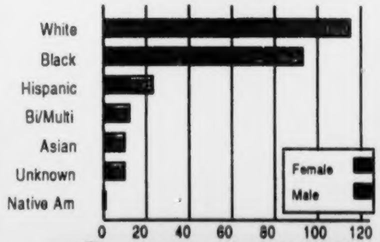
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	28	726.6	741.1	0%	71%	14%	14%	0%
5	96	27	751.8	741.9	37%	52%	7%	4%	0%
5	97	26	762.5	734.5	38%	62%	0%	0%	0%

Giessen,
Germany

Department of Defense Education Activity
Giessen Middle/High School (7-12)
1996/97 School Profile
Robert Bennett, Principal

School Characteristics

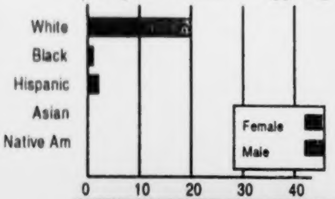
Student Enrollment - 264



Grade	#
7	58
8	67
9	52
10	38
11	21
12	28
Total	264

Sponsor Affiliation	
Marine	<.5%
Army	88%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	10%
K-8	TAG	N/A	N/A
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		4	
Students Taking AP Courses		14	29%

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	2
7-10	3
> 10	18

Mobility Rate
35% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	19.5
Special Education	3
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Giessen High has completed year two of School Wide Improvement and is anxiously looking forward to next year. Accomplishments are many that we are proud of here at Giessen.

Benchmark 3.1 - Polling was conducted to note change; the biggest change was an involvement by 90% of the staff during the last two surveys. Students are noting teachers are using more cross-curricular ideas involving aspects of reading, language arts, and social studies, as well as math and technology.

Benchmark 4.2 - The gap has been narrowed, but not enough yet! We will continue to insure the Gap decreases even more next year.

Benchmark 10.7 - We are proud of the strides accomplished by our parent partnership group this year. Home-school workshops were held, parents had the opportunity to discuss concerns in an informal setting. Committees are being formed to make this benchmark truly a community initiative.

More staff members are becoming involved with S.I.P. We anticipate more teachers will be involved next year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies...
Teachers and students responding to surveys, have demonstrated an increase in language arts work to meet the benchmark. We have completed our first whole school writing assessment and plan to administer pre and posttest writing assessments next year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps
Teachers and students responding to surveys, have demonstrated an increase in classwork involving math skills. When comparing scores of black and white students in the 1994 and 1996 CTBS tests, a narrowing of the gap is evident. Generally white scores had decreased, while grade 10 African American students show an increase.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Teachers and administrators are increasingly using cc:mail. Our school has an active technology committee, which has made numerous improvements.

Benchmark 10.8: Establish Technology for teachers and administrators.........
A number of technology workshops have been offered in the Giessen area and two technology school inservice sessions were presented. Teachers and students report more technology usage in the classroom.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.60	3.70
Co-Supporters	2.9	3.09	3.31
Co-Learners	3.1	2.86	3.00
Co-Teachers		3.12	3.31
Co-Advisors	3.5	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

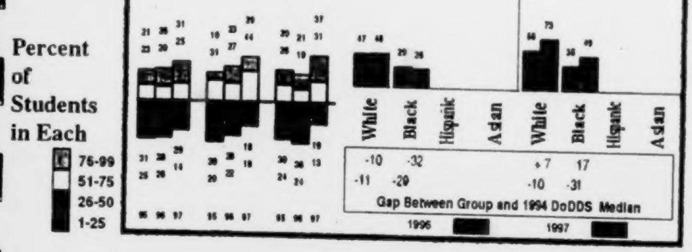
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

This year we initiated a School-Home Partnership Workshop. The workshop itself was a great success with those few parents who attended; we plan to hold another workshop next year. Mr. Bennett meets with parents biweekly in a Forum, and parents helped score the writing assessments. Our School Improvement Team parents were active.

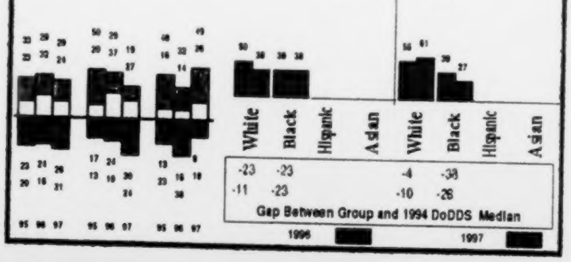
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	57	55.6	67.5	36	58
District	59.8	60.7	62.9	44.2	58.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	51	50	52	51	52



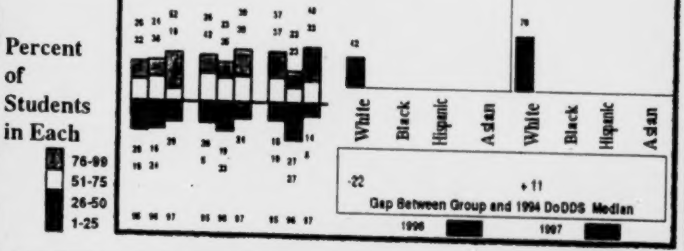
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	55.3	48.7	75	53	59
District	61.6	65.6	74.1	51.9	55.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	38	37	39	39	39



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	76	55	73	63	78
District	61.5	58.6	65.2	53.5	65.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	21	21	21	21	21



SAT Results		School	District	DoDDS	Nation
% Participating	96	38%	40%	62%	41%
	97	39%	59%	63%	41%
Math Avg Score	96	544	484	506	508
	97	426	483	505	511
Verbal Avg Score	96	556	516	518	505
	97	499	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Giessen HS
UNIT 20918
APO AE 09169

DSN Phone: 343-7259/6726
Fax Number: 49-641-492359
Commercial Phone:
49-641-48576

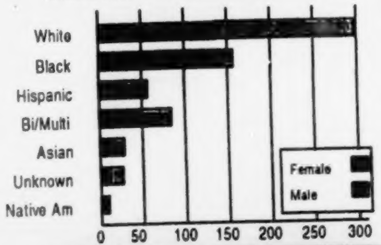
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	54	746.9	767.6	19%	19%	41%	22%	0%
8	96	49	724.4	770	12%	35%	35%	14%	2%
8	97	64	654.9	689	23%	44%	20%	8%	5%
10	95	28	788.8	792.8	21%	29%	43%	7%	0%
10	96	28	791.7	798.9	14%	61%	21%	4%	0%
10	97	33	628.5	711.6	21%	24%	27%	21%	6%

Wiesbaden, Germany

Department of Defense Education Activity
Hainerberg Elementary School (PK-5)
1996/97 School Profile
Meren James, Principal

School Characteristics

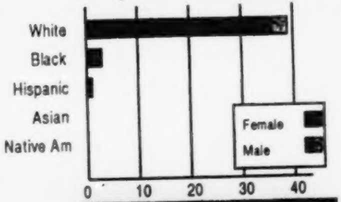
Student Enrollment - 662



Grade	#
PreK	30
K	114
1	119
2	128
3	98
4	80
5	93
Total	662

Sponsor Affiliation	
Marine	<.5%
Army	79%
Navy	<.5%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	98	15%
K-8	TAG	29	5%
K-12	ESL	34	5%
1	Reading Recovery	16	13%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	44

Mobility Rate
49% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	7.5
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	73%
Doctorate	2%

Principal's Highlights

Hainerberg ES has had an especially noteworthy year in the areas of language arts and technology. This year the Compensatory Education Position was staffed with a teacher trained in Reading Recovery. Thus, highly focused reading instruction was provided to second grade students who needed additional literacy support. Reading Recovery teachers also trained volunteers to support emergent literacy for Kindergartners.

As a result of an extensive in-house staff development program in computers, more and more teachers are utilizing technology with their students across the curriculum, such as SimCity Project; and in research on the Internet for current events and state reports. Additionally, special thematic events such as the Black History month celebration; use of E-mail to communicate in the Impersonation Project; and the creation of a Hainerberg Elementary School Home Page were accomplished this school year. An after school computer club and our Wednesday night Family Reading Program in the Media Center have increased student and family access to computers.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies

Training was given in order to utilize authentic assessment for writing. Two student-writing samples were taken in Fall 1996 and Spring 1997. These samples were graded holistically and the scores were reviewed. Progress was shown across grade levels. These data will be used to plan for inservice and instruction in the coming year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A math performance assessment was administered in the fall of 96 and the spring of 97. The greatest growth was seen at grade 3 where student achievement increased from 9.27 to 17.86 on a scale of 0-30; an increase of over 8 points! Results of these assessments will be used to plan inservice and instructional changes for SY 97/98.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Hainerberg Elementary communicates with the community through a bi-weekly newsletter, classroom newsletters and announcements on AFN television and radio stations. We also have an active PTO and School Advisory Committee.

Benchmark 10.8: Establish Technology for teachers and administrators

Under our own initiative, Hainerberg has networked nine classroom and the Media Center. A teacher survey was administered in Fall of 1996. Data show that we have the greatest need in the areas of Integrating cc:Mail and Teaching cc:Mail. A Post-test will be administrated in the fall of 1997.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	3.60	3.70
Co-Supporters	3.0	3.09	3.31
Co-Learners	2.7	2.86	3.00
Co-Teachers	3.2	3.12	3.31
Co-Advisors	3.1	2.94	3.17

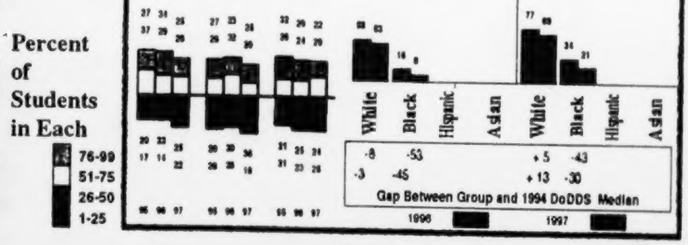
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Parent surveys were given in the Fall of 1996. The survey showed the parents greatest satisfaction was with communication between home and school. All interventions currently being implemented were collected and charted. This list of interventions will be adjusted when the results of the upcoming fall, 97 post-test are available.

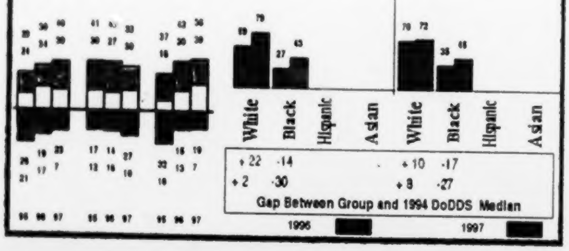
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54	47.7	51.7	43	50
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	83	83	83	82	83



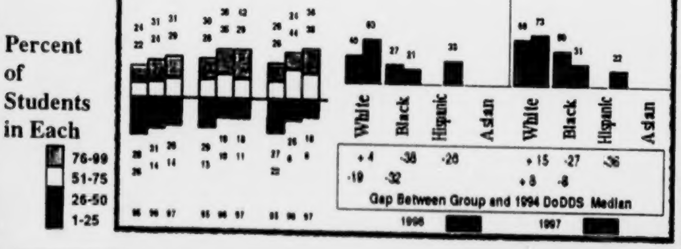
Grade 4

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
	66.7	64.5	67.2	53.5	65.5
	64.5	61.4	63.5	58	58.5
	67.2	63.9	67.5	62.8	62.6
	50	50	50	50	50
	70	70	70	70	70



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.7	68.3	68	52.5	55.5
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	85	85	85	85	85



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hainerberg ES
Unit 29647
APO AE 09096-0005

DSN Phone: 337-5160/5873
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Commercial Phone:
49-611-723429

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	82	687.7	741.1	2%	48%	24%	24%	1%
5	96	84	726.7	741.9	19%	58%	21%	1%	0%
5	97	80	739.6	734.5	29%	61%	6%	4%	0%

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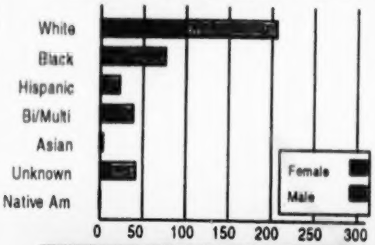
Frankfurt, Germany

Department of Defense Education Activity
Halvorsen Tunner Elementary/Middle School (PK-8)
1996/97 School Profile
Ophelia Phillips, Principal

School Characteristics

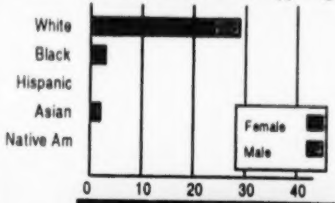
Student Enrollment - 391



Grade	#
PreK	3
K	49
1	50
2	51
3	54
4	45
5	43
6	31
7	33
8	32
Total	391

Sponsor Affiliation	
Marine	3%
Army	33%
Navy	2%
Air Force	48%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	42	11%
K-8	TAG	40	10%
K-12	ESL	4	1%
1	Reading Recovery	4	8%
7-12	AVID	21	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	5
7-10	2
> 10	23

Mobility Rate
38% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	18
Special Education	3.5
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	71%
Doctorate	3%

Principal's Highlights

Halvorsen-Tunner E/MS, located at Rhein Main Air Base, Germany, is a community school with a student population of approximately 440 students, grades preK-8. The school's mission is to provide an educational program, which facilitates equity for all students.

The school is organized so that all activities become the responsibility of a benchmark committee. Specialist instruction in art, music, P.E. computer, languages, AVID and special needs support regular classroom instruction. Inclusion is the primary model for meeting the requirements of special needs students. After-school programs, such as National Junior Honor Society. Writers' Club, Press Club, Outdoor Education/Science Club and musical groups foster enrichment.

Increased student achievement is supported through school-wide and cross-curricular activities, problem-solving activities, cooperative groups and collaborative teaching. Student achievement is also supported through parental involvement in the classroom.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies

Strategies selected for social studies focused on school-wide programs, cross-curricular activities and cooperative groups. Activities included Student Mock Elections and a biographical Walk of Fame. Data obtained from a double-entry journal, scored with a rubric, indicate gains of 12% to 13% in the number of students scoring 5 (scale: 1-5) from fall to spring of SY96-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies for math focused on problem-solving activities and written expression. Emphasis is placed on using the math standards as a guide through the Mathland/Interactive Math programs. Performance data is gathered through the Goals Assessment, double-entry journals and student surveys. Test scores show increase in skills.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

During SY 1996-1997, students, parents and community members were informed of significant educational events through the monthly school newsletter, as well as through bulletins. Parents were active with the SILT, participated in the Open House/Computer Night and published a newsletter monthly.

Benchmark 10.8: Establish Technology for teachers and administrators.

The use of technology continued as an integral part of the curriculum. Literacy was fostered through scheduled computer classes, keyboarding instruction for 4th & 6th grade students and Computer Wizards. Teachers received in service on the Internet & various computer programs. A student survey indicated that students enjoy and feel confident in their use of technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.60	3.70
Co-Supporters	2.7	3.09	3.31
Co-Learners	3.0	2.86	3.00
Co-Teachers	2.7	3.12	3.31
Co-Advisors	2.4	2.94	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

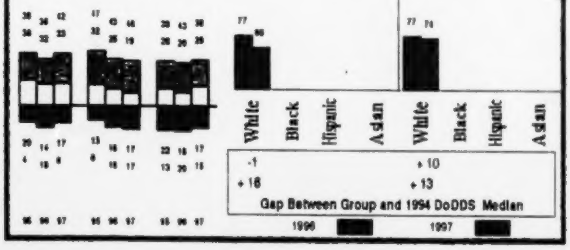
Parents participated through SAC, PTSA, Open House, conferences, portfolio parties, Science Fair, Book Fair and performing arts. A Parents' Room was used for support of educational programs; a home page was created for the Internet. Pre and Post data were gathered with a parent survey, which indicated strengths in co-communication, support and teaching.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	72.7	72.3	67	56	73
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	52	52	52	51	51

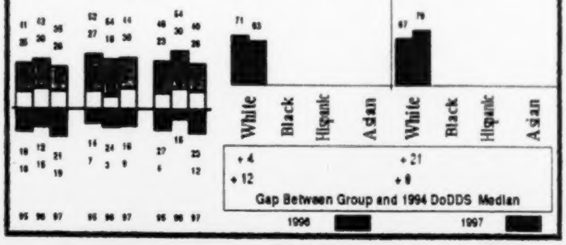
Percent of Students in Each

▨ 76-99
☐ 51-75
■ 26-50
■ 1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58	74	71	57	70.7
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	43	43	43	43	43

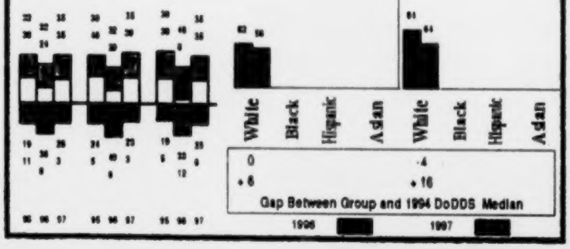


Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	65.4	63.3	47	61.3
District	60.2	64.3	66.8	52.1	61.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	31	31	31	31	31

Percent of Students in Each

▨ 76-99
☐ 51-75
■ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Halvorsen-Tunner E/MS
Unit 7565
APO AE 09050-0005

DSN Phone: 330-6272/6350
Fax Number: 49-69-693610
Commercial Phone:
49-69-69-2373

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	40	773.2	741.1	30%	50%	18%	3%	0%
5	96	35	762	741.9	34%	60%	6%	0%	0%
5	97	42	772.8	734.5	43%	52%	0%	5%	0%
8	95	33	804.8	767.6	46%	33%	15%	6%	0%
8	96	31	750	770	19%	36%	32%	10%	0%
8	97	31	679.3	689	10%	64%	13%	13%	0%

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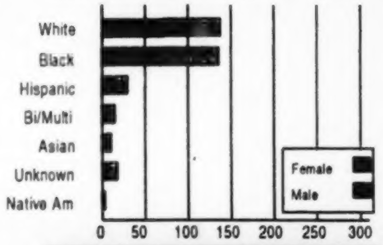
Hanau,
Germany

Department of Defense Education Activity
Hanau Middle School (6-8)
1996/97 School Profile
Robert E. Sennett, Principal

School Characteristics

Student Enrollment - 352



Grade	#
6	116
7	121
8	115
Total	352

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Special Programs

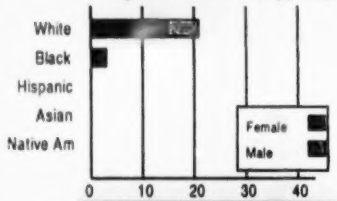
Grade Offered	Program	#	%
PK-12	Special Education	27	8%
K-8	TAG	30	9%
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	25	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	18

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	20.5
Special Education	1.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	52%
Doctorate	8%

Principal's Highlights

In support of the Technology benchmark, Hanau Middle School has completed its 3-year participation in the ARPA/CAETI initiative which resulted in the installation of a school- wide LAN.

During this past summer, a majority of the teachers attended a workshop in Boston as part of the NSF/TERC Model Schools program to develop units in support of the use of technology in their curriculum. The project also placed two multimedia computers in each classroom, allowing teachers to receive the daily bulletin over the schooled LAN.

Faculty also elected to become part of the DoDEA/PTI project with a majority of teachers to attend a two-week workshop this summer, to continue their collaboration on technology units across the curriculum.

Community involvement projects have included a district Writing Symposium, productions of "Rockin' Thru the 50's" "Henry V," a talent show, and continued support for the after school sports program and classroom volunteering. Over 30 awards were given to parents at the community tea.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

Hanau teachers have focused on improving scores by having students write in all subject areas while using technology for writing and editing phases of the writing process. Using the Accelerated Reader program, students passed 2,251 tests on books read, the major portion being pleasure reading. Varied strategies were used to model and evaluate assignments.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Data collected on a performance assessment show students at all grade levels improved. The largest increase was at grade 6 where students increased from 10.79 to 16.02. (Scale: 0-30) Exploration and investigation, the use of manipulatives, new computer programs, writing as a problem-solving mechanism and collaborative grouping attributed to increases in performance.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication took a giant leap this year as classrooms went "on line" with E-Mail, permitting teachers and students to send and receive electronic mail. In addition, the Principal's Newsletter, monthly-computerized Progress Reports, parent conference days, increased team phone calls and conferences assured ongoing two-way communication.

Benchmark 10.8: Establish Technology for teachers and administrators..........

All classrooms are linked to the Internet and E-Mail systems and teachers continually upgrade skills with in-service days devoted to the practical use of computers. Since each class has at least two multimedia Pentiums, teachers "surf" for lesson applications, download plans, show "real time" exhibits, and present student multimedia programs to their groups.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.60	3.70
Co-Supporters	2.8	3.09	3.31
Co-Learners	2.7	2.86	3.00
Co-Teachers	2.7	3.12	3.31
Co-Advisors	2.5	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

Parents are involved in school activities as classroom helpers, committee members for Advisory Council and School Improvement Team, and as trained experts in evaluation for the school-wide Writing Assessment.

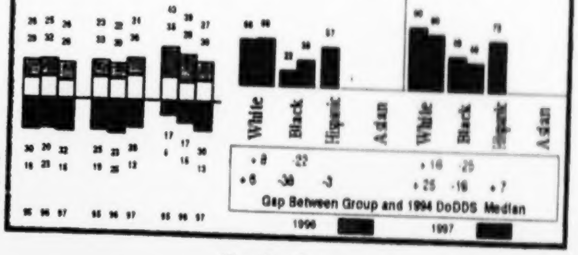
Grade 6

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52.6	56	55	49.2	65.3
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	106	106	105	106	106

Percent of Students in Each

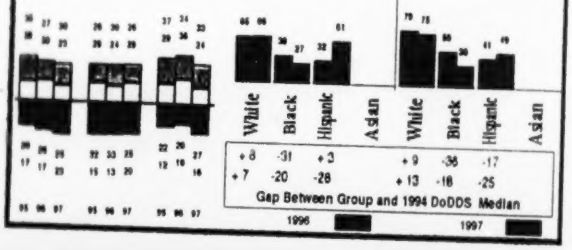
▨ 76-99
☐ 51-75
▨ 26-50
■ 1-25



Grade 7

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	53.4	54	58.4	46.3	49.7
District	59.8	60.7	62.9	44.2	58.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	120	120	119	119	120



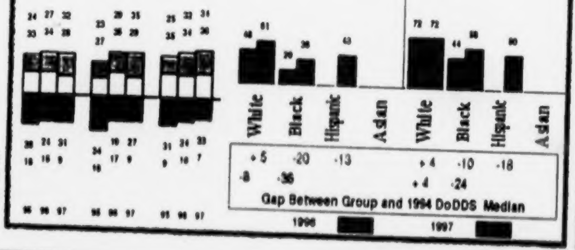
Grade 8

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.5	65	65	48.6	60.4
District	60.2	64.3	66.8	52.1	61.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	118	118	117	117	118

Percent of Students in Each

▨ 76-99
☐ 51-75
▨ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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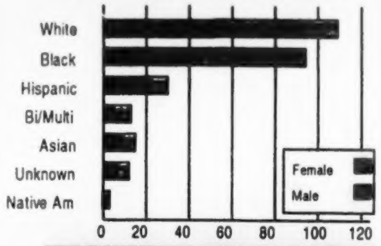
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	126	746.1	767.6	25%	17%	35%	24%	0%
8	96	111	768.3	770	15%	41%	33%	11%	0%
8	97	114	703.4	689	42%	41%	8%	7%	2%

Hanau,
Germany

Department of Defense Education Activity
Hanau High School (9-12)
1996/97 School Profile
Sandra R. Matthys, Principal

School Characteristics

Student Enrollment - 276



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	7%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	20	
AP Courses Offered		5	
Students Taking AP Courses		50	45%

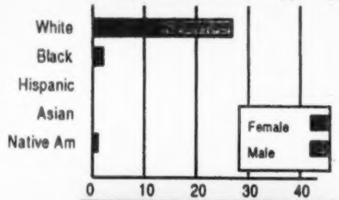
Grade	#
9	98
10	66
11	62
12	50
Total	276

Sponsor Affiliation	
Marine	<.5%
Army	81%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	0
7-10	2
> 10	25

Mobility Rate
38% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	37%
MA/MS	60%
Doctorate	3%

Principal's Highlights

Hanau High School, in its second year of participation as a Model School in an NSF project, has taken giant strides in adopting technology into the classrooms and instructional strategies. Technology use is common in every classroom. Each classroom has at least two computers which are connected to the Internet and all classrooms and offices have cc:mail access.

Parent volunteers in AVID, media center and student services office have increased as well as the numbers of parents coming to school to access the Internet. Teachers, students and parents have viewed adoption of block scheduling as a positive change in the organization of school. During the seminar period it is difficult to find a computer not in use because students are doing their research and preparing projects and presentations.

The Special Education program expanded its services to students with the addition of Dragon Dictate, a voice input software program for the handicapped.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

Writing across the curriculum has been an emphasis since 1992. Our students show consistent improvement, documented by the DoDEA Writing Assessment (presently 66% score as Proficient-Distinguished). This year, we piloted pre- and post-test writing probes for all grades. Rubric analysis shows 11th and 12th graders scoring above average, 9th & 10th just below.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Our cross-curricular integration of mathematical thinking is positively perceived by 62% of students sampled on a school-wide climate survey. Inservice training has included methods for improving multicultural sensitivity. Data from upper-level math courses demonstrate unexpectedly high enrollment by female and ethnic minority students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We communicate among all DoDEA constituencies using a monthly newsletter, TV spots, the Principal's Walk In Wednesdays, a monthly PTSA flyer, and also by e:mail. In addition, school representatives participate in Town Hall Meetings and all of the Military Commander's information-sharing activities.

Benchmark 10.8: Establish Technology for teachers and administrators..........

This year, a minimum of 2 multimedia workstations with Internet access was installed in each classroom. The majority of internal communication is now by e:mail, and we have begun to access parents and the community similarly. Student and Staff surveys document strong satisfaction with the contribution our new technology makes to the instructional process.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	2.9	3.60	3.70
Co-Supporters	2.7	3.09	3.31
Co-Learners	2.7	2.86	3.00
Co-Teachers	2.3	3.12	3.31
Co-Advisors	2.6	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

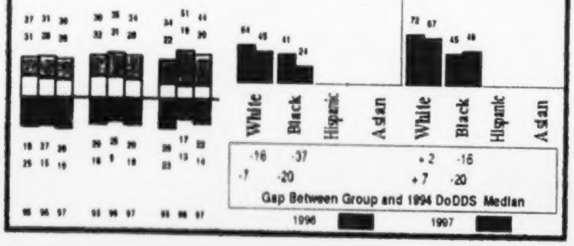
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...
Parents are active members of the SIT, SAC, Booster Club, and PTSA. They also act as chaperones, office volunteers, and aid with "technology upgrade parties." This year, we instituted a PAO position, College Night, & the School Home Partnership. Survey data show that parents feel welcome in our school and agree that academic achievement is the school's top priority.

Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60.8	64	67.8	41	55.3
District	61.6	65.6	74.1	51.9	55.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	86	86	86	86	86

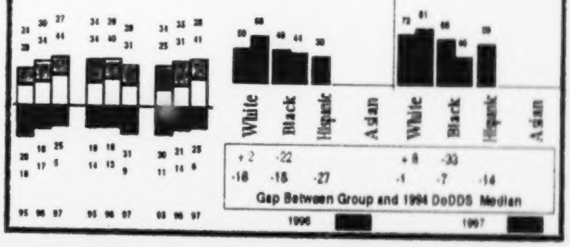
Percent of Students in Each

- ▨ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63.4	55	62.4	56.3	62.5
District	68.1	64.1	68.2	62.3	66.3
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	64	64	64	64	64

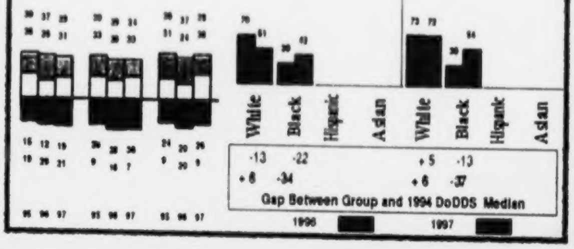


Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60.5	57.3	62.8	46.3	57.5
District	61.5	58.6	65.2	53.5	65.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	58	58	58	58	58

Percent of Students in Each

- ▨ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	57%	40%	62%	41%
	97	64%	59%	63%	41%
Math Avg Score	96	461	484	506	508
	97	470	483	505	511
Verbal Avg Score	96	490	516	518	505
	97	493	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hanau HS
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DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	77	766.9	792.8	17%	36%	25%	21%	1%
10	96	76	773.3	798.9	20%	46%	21%	12%	1%
10	97	60	706.4	711.6	27%	47%	23%	3%	0%

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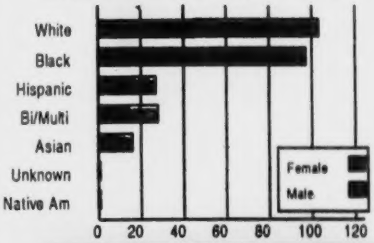
Hanau, Germany

Department of Defense Education Activity
Sportfield Elementary School (PK-5)
1996/97 School Profile
John J. O'Reilly Jr., Principal

School Characteristics

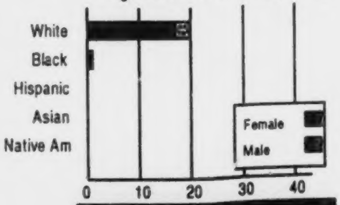
Student Enrollment - 273



Grade	#
PreK	1
K	38
1	64
2	46
3	50
4	42
5	32
Total	273

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	22	8%
K-8	TAG	N/A	N/A
K-12	ESL	6	2%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	3
> 10	24

Mobility Rate
57% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14.5
Special Education	2
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	5%
MA/MS	95%
Doctorate	0%

Principal's Highlights

Sportfield Elementary School is a K-5 school in Hanau, Germany, which provides an excellent education for the children of military personnel. The school has a strong relationship with our students' parents and many of these parents are actively involved with the schools as members of the PTA, SIT, SSAC, and the Hanau Implementation Team (Model Schools project) and as volunteers in the classrooms.

The students are a diverse group with most ethnic groups represented. Sportfield offer, L.I., ESL and TAG in addition to a strong core general education program. Throughout the curriculum, students are taught problem solving; both as it relates to the subject matter as well as in their personal relationships.

Much experience with modern technology is provided as a result of the school's involvement with the ARPA/CAETI and the NSF Model Schools project. The Hanau school complex has been selected to participate in the DoDEA Presidential Technology Initiative for the next school year, 97/98.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...
Results show that there has been a marked increase in students choosing to read for information and pleasure. This can be attributed to an increase in the variety of motivational classroom presentations and to the incorporation of technology in each classroom. These same factors have also led to an increase in student comprehension.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps
A math performance assessment was administered in the fall of 96 and the spring of 97 for grades 2-5. All grade levels tested showed growth. The greatest growth was seen at grade 2 where student achievement increased from 9.37 to 15.55 on a scale of 0-30; a difference of over 8 points.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
All Sportfield teachers have a computer on their desks that allow connectivity to ccmail, email, and the Internet. This has produced a plethora of exchanges among the faculty, between teacher and parent, and between student, teacher, and parent. Even technophobes have become technophiles because of this instant and constant accessibility.

Benchmark 10.8: Establish Technology for teachers and administrators..........
In the spirit of providing access to electronic technology for all students and teachers at Sportfield Elementary, the faculty made a concerted effort towards purchasing enough computers to put two in every room. Additionally, in-service days and workshops were held to offer training in the use of these technologies.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.60	3.70
Co-Supporters	3.3	3.09	3.31
Co-Learners	3.3	2.86	3.00
Co-Teachers	3.4	3.12	3.31
Co-Advisors	3.2	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

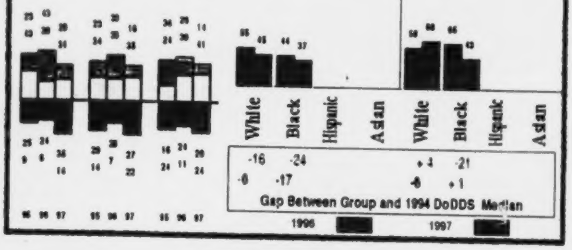
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

There has been an increase in the awareness of the kinds of activities that can be done to involve parents in the school as well as an increase in the numbers of activities that have actually engaged the members of the Sportfield community. Home visits, overnights, special programs, and all-school events are examples of the kinds of activites that have engaged the public.

Grade 3

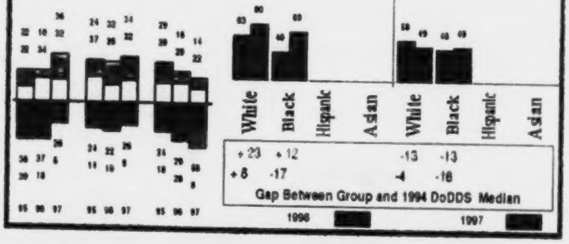
1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	51	51	55	36.4	46.7
District	62.9	59.4	57.6	50.9	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	49	49	49	49	49

Percent of Students in Each



Grade 4

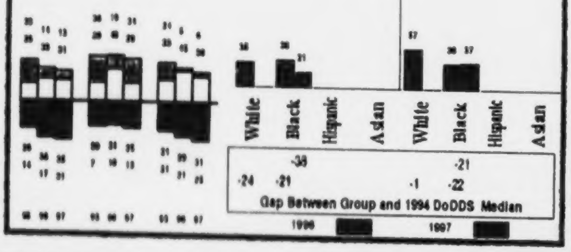
1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	68	63.3	47	69	46.6
District	64.5	61.4	63.5	58	58.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	50	50	50	50	50



Grade 5

1997 Median Percentiles	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	45	62	45.5	42	57
District	54.5	68.2	62.1	47.8	58.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	32	32	32	32	32

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	40	752.5	741.1	13%	70%	13%	5%	0%
5	96	51	715.2	741.9	26%	55%	16%	2%	0%
5	97	32	706.5	734.5	22%	62%	9%	3%	3%

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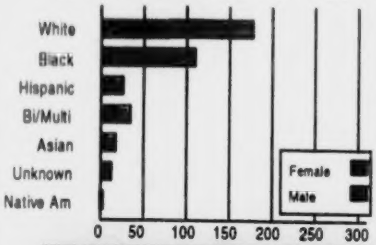
Wiesbaden,
Germany

Department of Defense Education Activity
Wiesbaden Middle School (6-8)
1996/97 School Profile
Marion Scott Hendrick, Principal

School Characteristics

Student Enrollment - 382



Grade	#
6	134
7	129
8	119
Total	382

Sponsor Affiliation	
Marine	<.5%
Army	77%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Special Programs

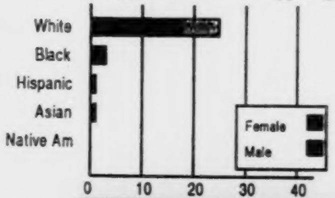
Grade Offered	Program	#	%
PK-12	Special Education	44	12%
K-8	TAG	40	10%
K-12	ESL	9	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	54	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	30

Mobility Rate
30% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	23
Special Education	3.5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	73%
Doctorate	3%

Principal's Highlights

Wiesbaden American Middle School has a population of 380. A total school community, we strive to assure success for every student through cooperation among students, teachers, parents, administrators, and the military community. Our building includes three computer labs, and impressive technology facility and spacious, well equipped classrooms. Grade level teams meet daily, to plan for interdisciplinary instruction and to conference with students and parents. This allows for attending to the needs of each individual student.

Parents actively participate in school life by attending activities and events, volunteering to help plan celebrations of students' successes, educational trips, chaperoning dances and helping with clerical needs. With involved groups participating in the implementation of WAMS programs and activities, there are no limits to the opportunities we can provide. A dedicated staff, cooperative students and involved parents continue to provide the very best in educational offerings in a positive setting.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Our students scored in the top 20 among all participating schools in the US in the National Current Events competition this year. They show consistent growth on writing assessments, as this is an area of special emphasis. Implementation of our new Language Arts/Reading curriculum will begin during school year 1997-98.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Math teachers continue to expand the variety of activities, focusing on relating math concepts to real world situations. Performance assessment data based on tests given last November and April, show significant improvement in student achievement. The greatest gain was at grade 6 where students increased from a class average of 10 in November to 17.0 in April. (Scale: 0-30)

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Monthly newsletters are hand-carried and mailed home. Key parent "points of contact" are being recruited to gather feedback for improved programs and services. A parent resource team is being developed to give presentations on career fields. The military community is providing logistical support for a developing intern program that will bring in-training educators into our school.

Benchmark 10.8: Establish Technology for teachers and administrators

Teachers have taken advantage of training to upgrade their skills and to integrate computers into daily activities. Students and teachers frequently use the computer lab during lunch and after school. In the summer of 1997, the school will receive a complete electrical & technological upgrade, so students will be able to access the Internet from every classroom.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.60	3.70
Co-Supporters	2.7	3.09	3.31
Co-Learners	2.3	2.86	3.00
Co-Teachers	2.7	3.12	3.31
Co-Advisors	2.6	2.94	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

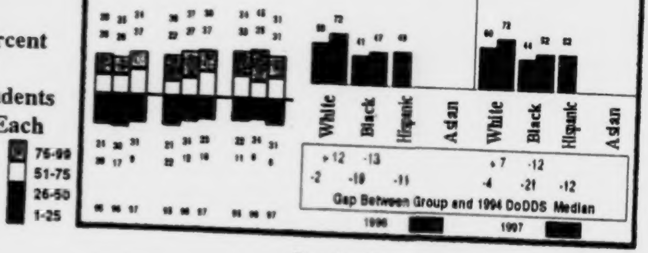
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

The number of parent volunteers increased significantly this year and a core group of ten parents are currently preparing for the opening of our Parent Center at the beginning of school year 1997-1998. Parent participation in school events and activities is very high, as family involvement is encouraged. Many parents monitor student progress using our assignment notebooks.

Grade 6

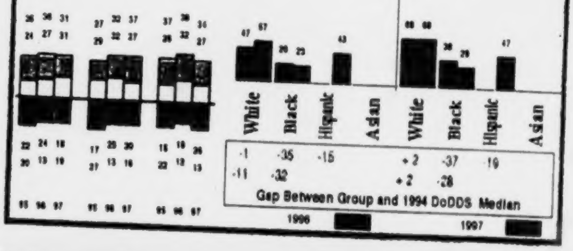
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	58.3	60.8	58.7	56.3	63.3
District	58.3	59.3	58.8	55.9	66.7
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	127	127	127	127	127

Percent of Students in Each



Grade 7

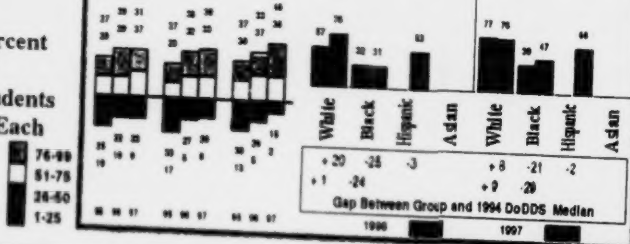
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.2	63	58.3	43.6	56.3
District	59.8	60.7	62.9	44.2	58.7
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	124	124	124	124	124



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60.7	68.4	74.6	59.4	69.2
District	60.2	64.3	66.8	52.1	61.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	40%	62%	41%
	97	NA	59%	63%	41%
Math Avg Score	96	NA	484	506	508
	97	NA	483	505	511
Verbal Avg Score	96	NA	516	518	505
	97	NA	510	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wiesbaden MS
UNIT 29647
APO AE 09096-0005

DSN Phone: 337-6251/6258
Fax Number: 49-611-723496
Commercial Phone:
49-611-721182

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	105	765.4	767.6	29%	17%	39%	15%	0%
8	96	95	788	770	23%	44%	31%	2%	0%
8	97	93	698.7	689	28%	48%	18%	5%	0%

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SECTION F

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

ITALY DISTRICT
1996-1997

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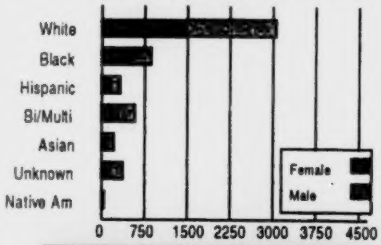
Department of Defense Education Activity
Italy District
1996/97 Profile
Candace Ransing, Superintendent

District Characteristics

Student Enrollment - 5,506



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	407	7%
K-8	TAG	365	8%
K-12	ESL	171	3%
1	Reading Recovery	12	2%
7-12	AVID	49	[illegible]
Students Taking AP Courses		97	26%

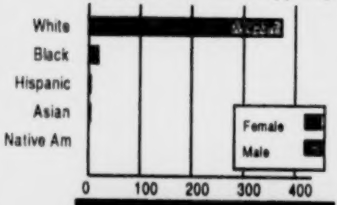
Grade	#
PreK	160
K	507
1	626
2	603
3	536
4	493
5	476
6	470
7	410
8	326
9	307
10	225
11	202
12	165
Total	5506

Sponsor Affiliation	
Marine	1%
Army	21%
Navy	31%
Air Force	39%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	3
1-3	14
4-6	24
7-10	29
> 10	314

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	21
Classroom Teachers	288
Special Education	29
Other Professionals	62

Teacher Education	
Degree	% Teachers
BA/BS	30 %
MA/MS	62 %
Doctorate	1 %

Superintendent's Highlights

SY 1996/97 the Italy District supported the continued development of teaching strategies in Developmentally Appropriate Practices, Teacher Expectations/Student Outcomes, and Technology Workshops for Teachers.

The District Improvement Leadership Team (DILT) served as a model for the five tiered approach to School-Community Partnership as it took on a decision making role this year. The members advised the Superintendent on the disposition of $350,000 in discretionary funds which were used to support the purchase of additional technology hardware for the schools after the selected facilities projects were funded by the Area Service Center. The DILT commended the re-distribution of savings from the operating budget to the support of student learning activities. Parents as members of the NCA visiting team was piloted at four sites.

The Second Language Festival and Solo & Ensemble Festival were hosted by the district.

Ms. Barbara Parker of Sigonella ES/HS was selected as the first DoDEA Assistant Principal of the Year.

The newly completed Naples Elementary School and Naples High School will open in August 1997. These facilities will provide state of the art learning environments for the students.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.....

The district purchased additional Literacy Place materials to support the newly adopted curriculum ($46,000). Teacher-led training was funded for writing across the curriculum, portfolio development, and writing assessment. An interdisciplinary, supplemental social studies/science program was piloted. An authors program was initiated; authors worked with students and teachers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

Evidence indicates a narrowing of the gap in selected schools within the district. Staff development for teachers to gain the understanding and ability to ensure all students succeed included TESA (7 schools), AVID (3 schools) a pilot program entitled Minorities in Science (2 schools), and continued training in the mathematics and science standards.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

District liaisons provided program brochures for technology prep, integrated technology, reading, science standards, school-home partnership, and school improvement to stakeholders. E-mail connectivity with community members increased. More than $4,000 was allocated for school based public affairs positions. There was an increase in DSO participation in community meetings.

Benchmark 10.8: Establish Technology for teachers and administrators............

The DSO purchased 220 multimedia computers for teachers, specialists, and administrators. INTERNET connectivity was tripled. Summer technology training for educators was supported by 290 "mandays". Intensive computer training has been provided to school payroll clerks, secretaries, and DSO personnel.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.48	3.70
Co-Supporters	3.16	3.31
Co-Learners	2.83	3.00
Co-Teachers	3.02	3.31
Co-Advisors	3.04	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

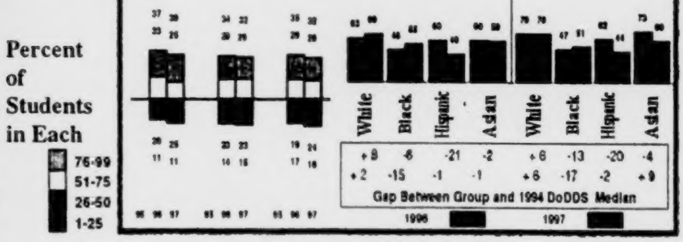
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Italy District became a member of Partnership 2000 Schools. Key Communicator training included 26 parents, 13 administrators, and military representatives. Parents are co-decision makers and co-advisors on school and district committees which determine educational priorities and processes for implementation, identify expected student outcomes, and select administrators.

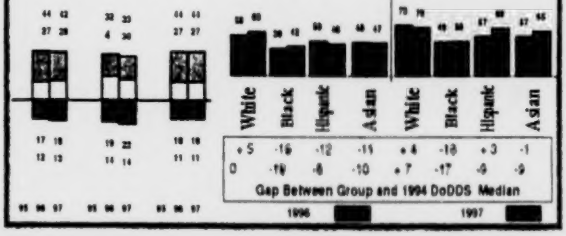
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	486	486	486	488	485



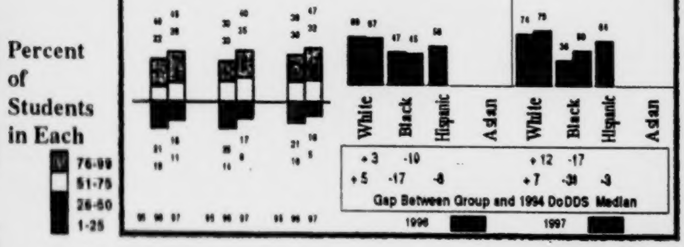
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	67.4	63.2	70.3	57.9	68.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	382	383	384	383	384



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
District	71.4	67.5	74.6	61.8	71.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	168	168	167	167	167



SAT Results		District	DoDDS	Nation
% Participating	96	63%	62%	41%
	97	71%	63%	41%
Math Avg Score	96	493	506	508
	97	496	505	511
Verbal Avg Score	96	497	518	505
	97	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Italy District
Attn: Candace Ransing
Unit 31401, Box 11
APO AE 09630-0005

DSN Phone: 634-8460
Fax Number: 39-444-302-541
Commercial Phone:
39-444-518-460

DoDEA Writing Assessment

					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	447	727.1	741.9	26%	55%	16%	3%	1%
5	97	412	721.3	734.5	28%	61%	5%	3%	3%
8	96	325	770.4	770	19%	38%	36%	6%	1%
8	97	314	686.4	689	31%	45%	16%	6%	2%
10	96	212	805.7	798.9	26%	52%	19%	3%	0%
10	97	214	706.6	711.6	42%	37%	15%	3%	2%

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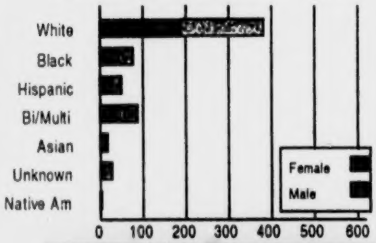
Aviano,
Pordenone
(Italy)

Department of Defense Education Activity
Aviano Elementary School (PK-6)
1996/97 School Profile
Norman Jaffee, Principal

School Characteristics

Student Enrollment - 649



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	76	12%
K-8	TAG	53	9%
K-12	ESL	25	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

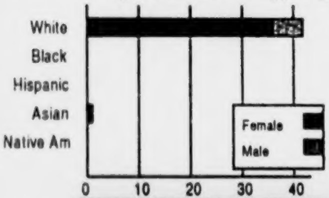
Grade	#
PreK	42
K	83
1	101
2	94
3	94
4	83
5	66
6	86
Total	649

Sponsor Affiliation	
Marine	<.5%
Army	5%
Navy	<.5%
Air Force	91%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	4
7-10	2
> 10	35

Mobility Rate
47% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	6
Other Professionals	7

Teacher Education	
Degree	% Teachers
BA/BS	40%
MA/MS	58%
Doctorate	2%

Principal's Highlights

The following programs have had a very beneficial effect on the students at Aviano Elementary School this year:

- A volunteer program including over 200 parents and community members have worked in and around the school assisting the teachers, students and staff.
- The 31st Medical Group has adopted our school providing support, assistance and educational opportunities for our students.
- Through financial support of the PTSO our school participated in geography and Math Olympiads, Continental Math, and, in only our second year of Odyssey of the Mind, we have received the first official charter for Italy.
- Our school is involved as a DoDEA testbed site in the Vanguard for Learning technology project.
- An extra-curricular Beginning Instrumental Music class for students in grades 5 and 6 has been very successful.

These and many other educational programs are impacting student outcomes and will continue into next school year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies....

Staff training and implementation process has begun with the new reading and language arts series. Teachers will identify 3 students within their class who are not presently receiving intervention in reading. The reading specialist will provide direct instruction. Student authored books will continue and exhibited throughout the school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Improve problem solving skills in math was recognized as being an area that the students need to become more proficient in. Teachers need to implement the 5 week Unit in MathLand at each grade level and teach problem solving to the students. It was determined that the teachers need to concentrate on implementing the science curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

Time will be established to allow grade levels to communicate on a regular basis. Alternate school scheduling will be looked into. A School-Wide Standard Operating Procedure for stubs is being worked on.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Expanding our current technology into our curriculum is our primary goal. As is teaching student keyboarding skills to students in grades 3-6. Teachers are utilizing the available hard/software and look for meaningful ways to implement this into our curriculum.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.48	3.70
Co-Supporters	3.0	3.16	3.31
Co-Learners	3.2	2.83	3.00
Co-Teachers	3.3	3.02	3.31
Co-Advisors	3.2	3.04	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

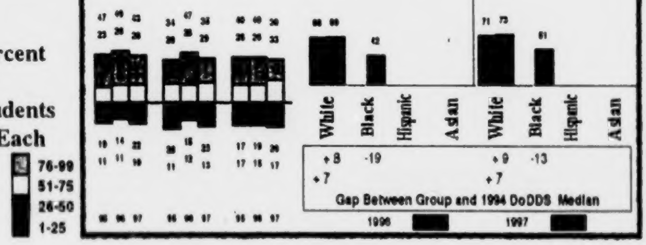
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The parent resource center was set up to include resources to give parents information about school activities, curriculum and parent education. These resources included TV, VCR, parent magazines, information on base support services, and a computer link to the INTERNET and school cc:Mail. Pre-writing skills strategies were given to parents at the writing process workshop.

Grade 3

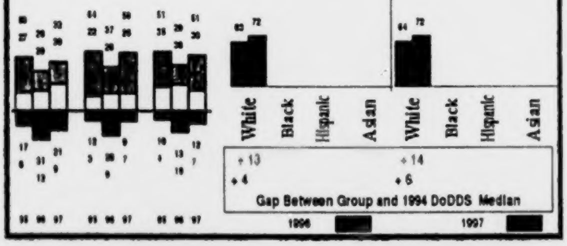
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	63.3	62.7	63	68.3
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	82	83	83	83	83

Percent of Students in Each



Grade 5

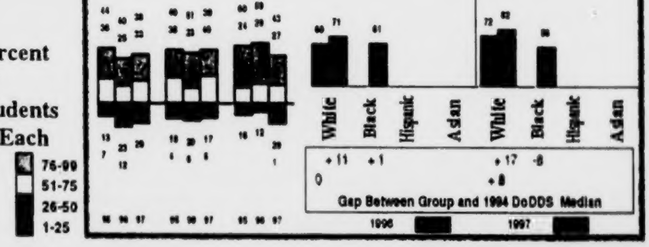
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.2	80	75.6	69.3	65.7
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	57	57	57	57	57



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.8	67.8	65.8	64.8	75
District	71.1	70.1	67.7	66.5	74.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	84	84	84	84	84

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano ES
UNIT 6210 BOX 180
APO AE 09601-0108

DSN Phone: 632-7283
Fax Number: 39-434-660921
Commercial Phone:
39-434-667364

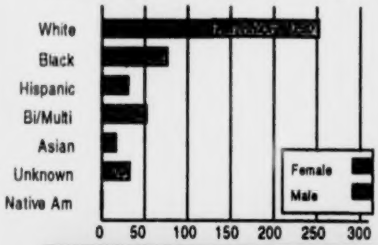
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	74	772.6	741.1	26%	64%	5%	5%	0%
5	96	71	693.2	741.9	7%	62%	24%	6%	1%
5	97	53	736.7	734.5	30%	58%	4%	8%	0%

Aviano,
Pordenone
(Italy)

Department of Defense Education Activity
Aviano High School (7-12)
1996/97 School Profile
Lavonne Tawney, Principal

School Characteristics

Student Enrollment - 461



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	4%
K-8	TAG	N/A	N/A
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	16	
AP Courses Offered		6	
Students Taking AP Courses		28	25%

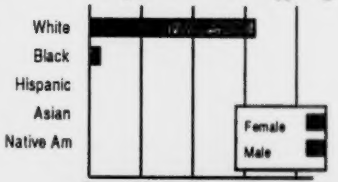
Grade	#
7	116
8	90
9	86
10	58
11	66
12	45
Total	461

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	<.5%
Air Force	87%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	0
7-10	0
> 10	31

Mobility Rate
25% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	1.5
Other Professionals	3

Teacher Education	
Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	3%

Principal's Highlights

Aviano High School has established additional programs, resources and technology to strengthen the school, home and community partnership through the Aviano for Youth mentorship program, the formation of a community band, and the Parent Resource Center. Parents are able to communicate with the school via the INTERNET as well as take advantage of new technology available in our Parent Resource Center. Parents can use this facility to keep abreast of the latest school events and activities. Band members participate with our students in school musical events and activities.

The Wing Commander has made a strong commitment to Aviano High School students by establishing the mentorship program. Members of our military community who have volunteered to work with our students receive released time each week to meet with their mentee during the seminar period.

Aviano was selected as a testbed site for the Presidential Technology Initiative and hosted a two week training workshop for teachers during the summer of 1997. This initiative has provided our students and teachers with access and the skills necessary to use current "cutting edge" technologies.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.

Strategies focus on improvement of writing skills through a systematic approach to writing essays in content areas.. Individual student help and tutoring is a major part of seminar class in the eight-block schedule. Students are using computer technology to enhance reading and writing skills in all curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies to identify students with poor math skills include pre and post-testing in all math courses, remediation for identified deficiencies and increased individualized instruction from teachers and student tutors during seminar period. The AVID program has been implemented and expanded to include middle school students. Volunteer parental tutors support the program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Open communication via Email is now available between parents and satellite schools with the implementation of the fiber-optics system. Information is posted on the Aviano home page as well as in monthly newsletters and AFN announcements of upcoming events. Progress reports are now generated using INTEGRADE technology.

Benchmark 10.8: Establish Technology for teachers and administrators.

All schools and classrooms in the Aviano school community are currently linked to each other and the outside world via a fiber optics network. Teachers, administrators, parents, and students now have the capability to communicate electronically. Electronic mail traffic has increased and the network has become more reliable.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.48	3.70
Co-Supporters	3.3	3.16	3.31
Co-Learners	2.8	2.83	3.00
Co-Teachers	2.7	3.02	3.31
Co-Advisors	3.0	3.04	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

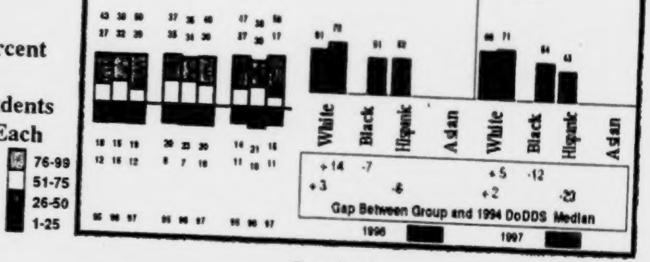
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The parent resource center has established an important connection to the school where parents can access text books, course outlines, parenting information as well as communicating with the school and teachers via the Internet. The Wing Commander has demonstrated a strong commitment to our students by developing a mentorship program.

Grade 7

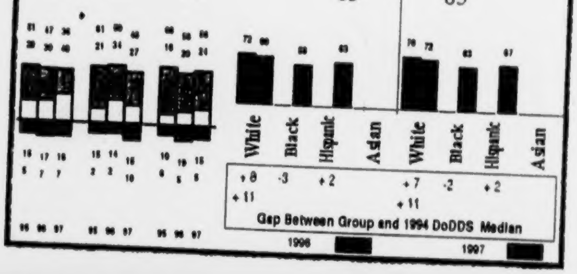
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.3	71.5	80.3	70.6	69.8
District	67.4	63.2	70.3	57.9	68.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	102	102	102	102	102

Percent of Students in Each



Grade 9

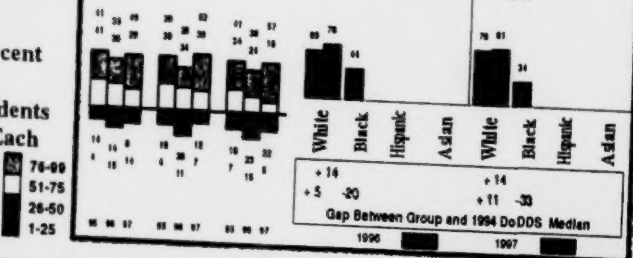
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.6	71.8	83.7	65	68.4
District	67.5	69.7	78.9	60.2	68.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	85	86	85	85	85



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.3	75.3	79	73.5	79.4
District	71.4	67.5	74.6	61.8	71.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	59	60	58	58	59

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	51%	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	493	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	511	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Aviano HS
UNIT 6210, BOX 180
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39-434-667256

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	66	802	767.6	58%	20%	14%	6%	2%
8	96	95	760.6	770	17%	37%	36%	10%	1%
8	97	78	700.4	689	37%	42%	15%	4%	1%
10	95	59	793.9	792.8	17%	41%	37%	5%	0%
10	96	65	806.8	798.9	26%	54%	14%	6%	0%
10	97	56	717.1	711.6	52%	23%	20%	4%	2%

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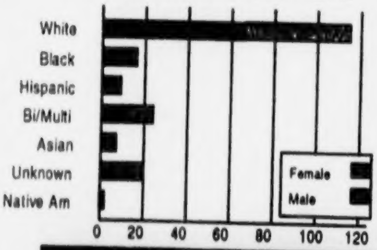
Gaeta,
Latium
(Italy)

Department of Defense Education Activity
Gaeta Elementary/Junior High School (PK-8)
1996/97 School Profile
Robert Kirkpatrick, Principal

School Characteristics

Student Enrollment - 192



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	17	9%
K-8	TAG	34	18%
K-12	ESL	33	17%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	2
K	30
1	23
2	26
3	19
4	24
5	22
6	16
7	16
8	14
Total	192

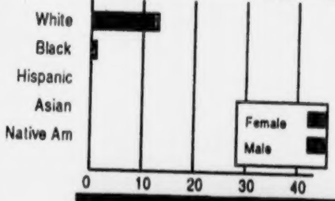
Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	92%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	1
7-10	2
>10	12

Mobility Rate
36% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	21%
MA/MS	79%
Doctorate	0%

Principal's Highlights

This has been an exciting year for the Gaeta American School community. Our students placed second in the Italy District's MathCounts competition and first in the Southern Italy "Brain Bowl" competition. Our "School-Home Community Partnership" program has become a model for DoDEA and is very effectively including parents as co-decision makers and co-teachers. Gaeta parents and teachers have been chosen to serve on the District Improvement Leadership Team, on North Central Accreditation visits, and on the School-Home-Community Partnership task force in Washington D.C.

Our Giraffe Program (learn about heroes/ become a hero) is helping kids to make their world a better place in which to live and is including parents as co-teachers in the school.

We are making significant progress in technology through computerized media presentations, additional hardware, and staff development.
We have made significant progress in "closing the gap" in student achievement in Math and Science.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....

This year staff development in holistic scoring of student writing for all of the instructional staff has been conducted. Students are successfully using a variety of technologies in their writing, i.e., PowerPoint, Word, Children's Writing and Publishing, and Excel. The writing process is being used in all curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The Teacher Expectations/Student Achievement model for reducing ethnic and gender inequities has been implemented by all faculty members. Seminars for minority parents have highlighted math and science standards and teaching methods to increase parent awareness and involvement. Test Ready materials and Cooperative Learning continue to have a positive impact on achievement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

This year we have increased the number of home/school communications, to include videos of programs/projects, class photo albums, student-produced & Parent newsletters, school-related articles in the community newspaper, PTSA and SILT curriculum presentations, and Parent Newsletters. "Success Packets" for minority parents are mailed bi-monthly.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Tutoring on email has been available to the teachers with the help of a school volunteer. The school has been networked and many of the classrooms are now connected. We recently received new Pentium computers. We have had INTERNET connection in all of the classrooms and in the Information center.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.4	3.48	3.70
Co-Supporters	4.3	3.16	3.31
Co-Learners	4.1	2.83	3.00
Co-Teachers	3.8	3.02	3.31
Co-Advisors	3.9	3.04	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

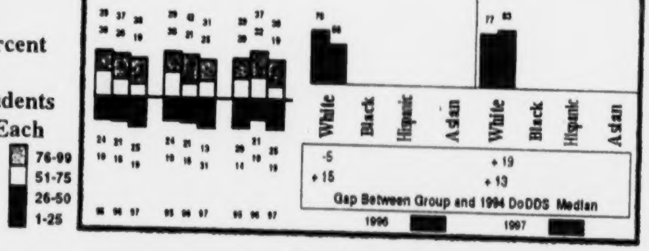
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The SIT & SAC were combined to form the SILT (School Improvement Leadership Team). Elections were held and By-laws were drafted to have all constituencies present in a co-decision making team. Parent education programs more than doubled. Host Nation has a Study Trip Volunteer Program in place. Parents are invited to participate in all training offered.

Grade 3

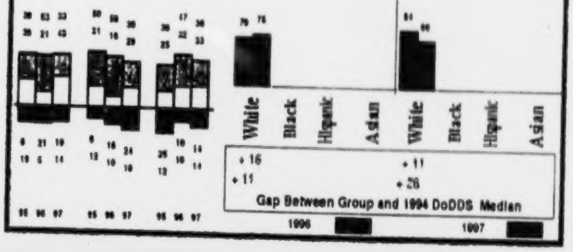
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54	64	55.5	45.5	70
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each



Grade 5

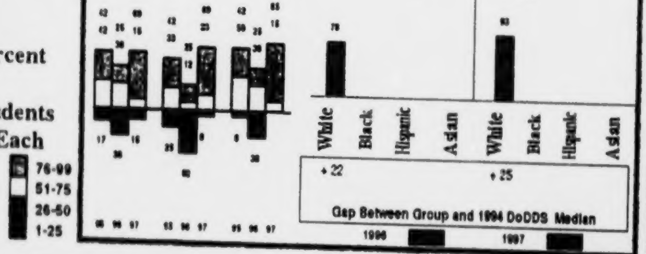
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58	66	71	71	67
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	21	21	21	21	21



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	86.8	82	89	79	91
District	68.2	72.1	72.2	66	69.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	13	13	13	13	13

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

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Gaeta ES/JHS
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DoDEA Writing Assessment

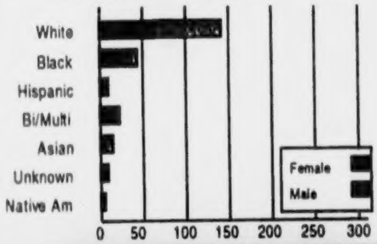
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	17	731.5	741.1	24%	41%	18%	18%	0%
5	96	18	753.8	741.9	33%	61%	6%	0%	0%
5	97	20	626.6	734.5	20%	55%	10%	0%	15%
8	95	13	799.1	767.6	46%	31%	8%	15%	0%
8	96	8	*	770	38%	25%	38%	0%	0%
8	97	12	690.3	689	67%	25%	0%	0%	8%

La Maddalena,
Italy

Department of Defense Education Activity
La Maddalena Elementary School (PK-8)
1996/97 School Profile
Kathleen Cummings, Principal

School Characteristics

Student Enrollment - 248



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	20	8%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

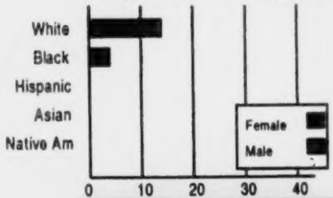
Grade	#
PreK	9
K	28
1	34
2	39
3	26
4	21
5	29
6	27
7	21
8	14
Total	248

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	97%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	0
7-10	2
> 10	12

Mobility Rate
54% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12
Special Education	1
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	61%
MA/MS	39%
Doctorate	0%

Principal's Highlights

Through our School Improvement Leadership Team, we have identified areas for improving and providing opportunities for an integrated home/school partnership. This year we have experienced many changes: a new administrator; a shift to a local national as our School Officer; new representation on the School Advisory Committee and other parent groups; changes in military command representation; and a change in committee leadership. Each new member of our team has brought a fresh perspective and area of expertise upon.

A positive NCA visit provided a forum for focusing our energies toward our goals and the benchmarks they represent. Partnership with community and educational leadership were commended by the team, as was the overall "feel" of the school as a place where students want to be and can learn.

We have worked hard to integrate technology into our curriculum and community. With great success we have utilized limited space and creatively placed staff where the needs of children can be effectively met.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies....

Concentrating on social studies achievement, strategies included utilization of TESA for focusing instruction, utilization of maps and graphs in all instructional units, and student application of the five themes of geography. Survey results indicate 80% of teachers use maps & charts in most units and 88% introduced PLACE, LOCATION, and HUMAN INTERACTION themes.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Enrollment limits the use of disaggregated data. Strategies for achievement growth included TESA for focusing instruction at risk populations, TEST READY for maximization of testing results, and Cooperative Learning strategies in target areas. Survey results indicate 91% of teachers use Cooperative Learning in math instruction, and 73% in all subject areas.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

Most classrooms, all labs, and all media computers were placed on the LAN with cc:Mail capabilities. Teachers, students, and parents of students boarding at DoDDS high school facilities received instruction in electronic communication. Distribution of monthly newsletters was expanded through mail services and opportunities for feedback created within the newsletter.

Benchmark 10.8: Establish Technology for teachers and administrators..........

In-service and specialized instruction provided individualized reinforcement to improve and maintain network and computer utilization. Courses for Microsoft Word, cc:Mail, PowerPoint, and CD-ROM applications have been offered during time-release and after school periods. Faculty input, bulletins, and surveys are solicited and distributed through electronic channels.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.0	3.48	3.70
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1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

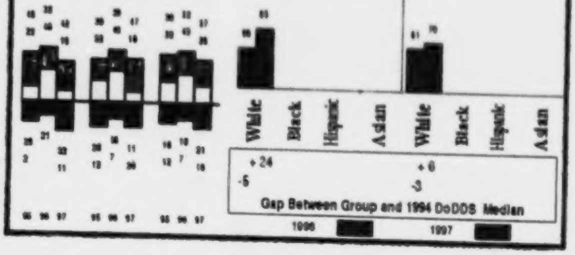
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership..... Partnership initiatives include two cadres of volunteers coordinated by a funded extra-curricular sponsor. A military cadre consists of 45 individuals released at various times to volunteer. A civilian cadre consists of 33 non-military volunteers. Volunteers and community are involved as co-learners and co-teachers. PTSA, SAC and SILT provide add'l partnership opportunities.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61	74	70.7	65	63
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	19	19	19	19	19

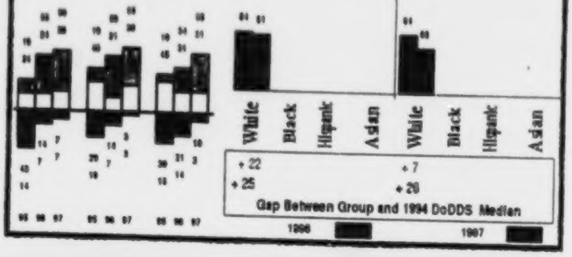
Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	77	79.7	79.7	76	71
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	29	29	29	29	29

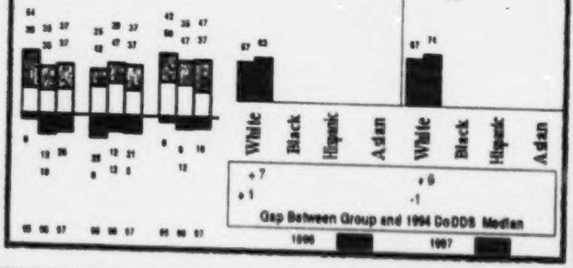


Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	70	75	62	58
District	68.2	72.1	72.2	66	69.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	19	19	19	19	19

Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ■ 26-50
- ■ 1-25



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	97	NA	71%	63%	41%
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	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	23	758.6	741.1	26%	44%	22%	9%	0%
5	96	29	729.6	741.9	38%	52%	7%	0%	3%
5	97	26	774.2	734.5	46%	50%	4%	0%	0%
8	95	21	751.1	767.6	38%	24%	24%	10%	5%
8	96	16	774.9	770	6%	56%	38%	0%	0%
8	97	19	710.6	689	21%	74%	5%	0%	0%

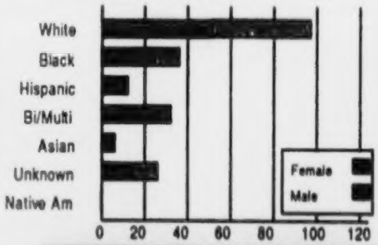
Livorno, Italy

Department of Defense Education Activity
Livorno Elementary/High School (PK-12)
1996/97 School Profile

Robert Kubarek, Principal

School Characteristics

Student Enrollment - 209



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	27	13%
K-8	TAG	N/A	N/A
K-12	ESL	8	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	11	
AP Courses Offered		1	
Students Taking AP Courses		1	6%

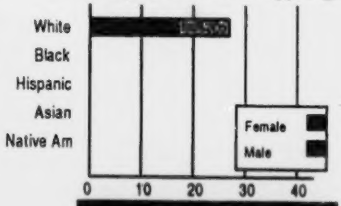
Grade	#
PreK	11
K	17
1	25
2	18
3	20
4	15
5	23
6	11
7	15
8	14
9	13
10	11
11	12
12	4
Total	209

Sponsor Affiliation	
Marine	<.5%
Army	48%
Navy	1%
Air Force	37%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	20

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	16.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	19%
MA/MS	78%
Doctorate	4%

Principal's Highlights

The implementation of the SIP for Livorno Unit School began the first day of SY 96-97.

The SIP Process was a topic of discussion during our Open House Celebration and parents were invited to participate in the process. Many parents chose to work on sub-committees and some to belong to the SILT.

In October, DSO SIP personnel held a full-day of training for members of SILT. A calendar was prepared showing the times for all monthly meetings for the SILT as well as benchmark committee meetings.

Each faculty member on the SILT was the chairperson of a benchmark committee, and every member of the staff was on at least one committee. The SIP was read, re-read, improved, revised, as we worked together to make our implementation of the strategies and action plans ways in which we could help our students achieve.

In April, we had our first NCA visit as a unit school. The SILT, faculty members, and parents worked together to prepare for this visit. Our school has been recommended for accreditation with no citations.

After the outbriefing our work for SY 1997-98 began. The SILT worked on a calendar to include staff development days, activities, and plans to implement the Livorno Unit School SIP.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

As a result of the workshop on the use of portfolios, Writer's Workshop, and Writing Across the Curriculum, 65% of the teachers are requiring portfolios from students. Students in AVID participated in a Peer Writing Project with other AVID students, and students in Business Lab created personal home pages. TESA was introduced to staff with over 25% participating in training.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Of the 11 eighth grade students taking Algebra I, 81% will successfully pass the course. All Algebra I students are using AVID notetaking and organizational skills which has helped increase their classroom performance. The eighth grade Algebra I students will now be able to obtain four additional higher level math courses.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

List compiled of forms to be placed on network server for access by teachers. Technology mini-sessions offered throughout the year by SCCC. Daily bulletin and other announcements use network for dissemination. Some parent-teacher communication through use of e-mail with plans to increase this to majority of parents by next year.

Benchmark 10.8: Establish Technology for teachers and administrators

Installation of INTERNET underway at high school. Continued upgrading of equipment is making it possible for students to access Media Center information from classrooms. Continuing education opportunities given to teachers and parents through use of mini-sessions in technology usage. School Technology Committee meets regularly to discuss issues relating to technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	2.6	3.48	3.70
Co-Supporters	2.4	3.16	3.31
Co-Learners	1.9	2.83	3.00
Co-Teachers	2.2	3.02	3.31
Co-Advisors	2.3	3.04	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

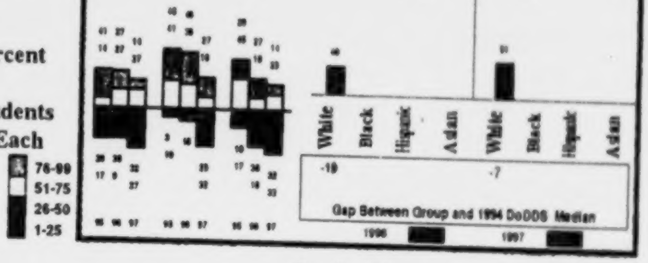
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Key Communicator program initiated. Parent discussion groups held on multi-age groupings at elementary level. Parent groups established to help with field trips, creating Pocket Folders with information about homework, helpful hints for parents, etc. Parent survey conducted with all parents. Several parents attended staff development program in February.

Grade 5

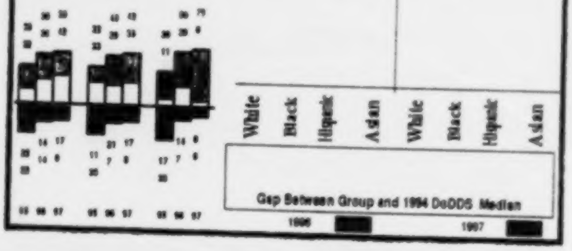
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	41	35	36	34.7	47.7
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each



Grade 8

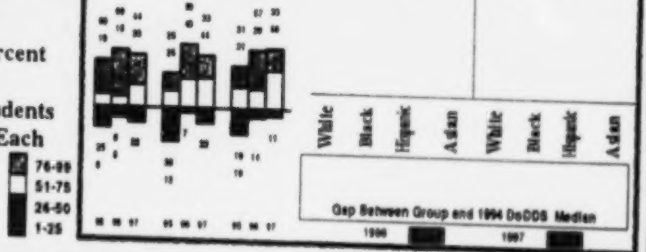
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
66	73	81.5	71.5	69
68.2	72.1	72.2	66	69.4
64	67.4	70.2	61.7	65.4
50	50	50	50	50
12	12	12	12	12



Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District	74.2	68.7	72.2	72.6	71.8
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	9	9	9	9	9

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	100%	63%	62%	41%
	97	100%	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Livorno ES/HS
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Commercial Phone:
39-50-54-7573

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	19	785.7	741.1	32%	63%	0%	5%	0%
5	96	11	739.6	741.9	46%	27%	27%	0%	0%
5	97	17	700.5	734.5	12%	71%	12%	6%	0%
8	95	17	771.6	767.6	29%	29%	35%	6%	0%
8	96	13	780.5	770	15%	46%	39%	0%	0%
8	97	12	704.8	689	33%	50%	8%	8%	0%
10	95	13	812.9	792.8	31%	46%	15%	8%	0%
10	96	14	827.3	798.9	36%	50%	14%	0%	0%
10	97	9	662.1	711.6	0%	44%	33%	22%	0%

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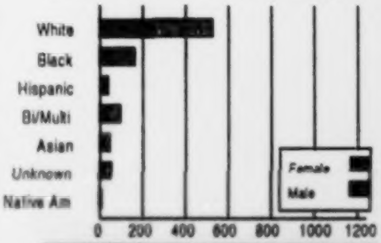
Naples, Italy

Department of Defense Education Activity
Naples Elementary School (PK-6)
1996/97 School Profile
Susan Martz-Cothern, Principal

School Characteristics

Student Enrollment - 935



Grade	#
PreK	48
K	87
1	144
2	154
3	131
4	124
5	115
6	132
Total	935

Sponsor Affiliation	
Marine	3%
Army	14%
Navy	59%
Air Force	17%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

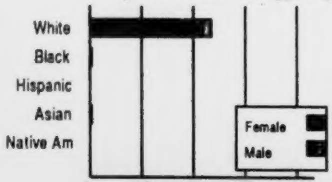
Grade Offered	Program		
PK-12	Special Education	66	7%
K-8	TAG	105	12%
K-12	ESL	32	4%
1	Reading Recovery	4	3%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	5
4-6	2
7-10	3
> 10	44

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4.5
Other Professionals	11

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	61%
Doctorate	2%

Principal's Highlights

Tremendous growth in the computer literacy of the entire faculty was achieved. Much credit goes to the Italy DSO for the purchase of classroom computers. All teachers and students now have access to a state of the art computer in their classroom. There were many opportunities for professional growth in technology. The faculty is commended for embracing technology, and their willingness to give up off duty hours to increase their knowledge of technology. As a result of this focus, student generated technology products have increased both in number and in depth of sophistication.

Another great success this year has been our writing program. Training was given in the fall for holistic scoring of student writing by Joan Gibbons. In December, NES gave it's first whole school writing prompt. Students had the opportunity to look critically at their own writing. Many students took their samples, rewrote them and submitted them to be published in our school writing anthology Tales From the Foot of the Volcano.

Whole school intellectual growth can be attributed to the SIP process this year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Naples Elementary School has focused on improving student writing during SY 1996-97. Several training sessions have taken place this year including Holistic Scoring, Portfolio Development, and Writer's Workshop. Two school wide writing assessments of student writing have been completed using rubrics, then holistically scoring the writing samples.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A student to student tutoring program was implemented this year. Sixth grade students were given training to tutor students in the primary grades. This student centered program has been very popular with the students, teachers, and parents. NES held its fourth annual Math Night in April. This annual event has helped to promote Math awareness in the community.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

NES continued to utilize cc:Mail as its main form of communication both in school and out. Parent and teacher email addresses were published to the community giving both parents and teachers another avenue of communication. A training session in Windows cc:Mail for the faculty facilitated a greater use and understanding of attaching and detaching files sent via cc:Mail.

Benchmark 10.8: Establish Technology for teachers and administrators.

The level of technological sophistication increased dramatically at NES. A series of after school and weekend courses utilizing in-house talent were offered in conjunction with the University of Maryland. Inservice days and sub release times were utilized to offer flexible training sessions for all staff members in cc:Mail for Windows and use of the Windows File Manager.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.48	3.70
Co-Supporters	3.4	3.16	3.31
Co-Learners	2.6	2.83	3.00
Co-Teachers	3.3	3.02	3.31
Co-Advisors	3.2	3.04	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

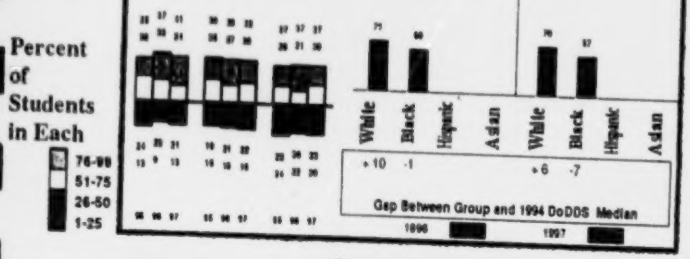
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A strong volunteer program is the hallmark of our School Home Partnership program. We are proud of the implementation of our Attention Deficit Disorder support group. A team of teachers and parents have initiated a program of neighborhood visitations giving parents information on how they can help their children achieve in school.

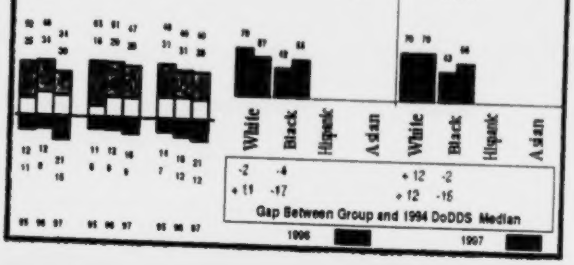
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.5	58.8	56.4	62.8	62.5
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	126	126	126	127	126



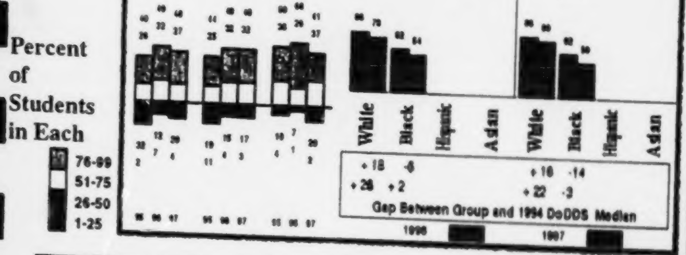
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	63	73.8	68.5	54.3	62
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	109	112	111	109	111



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.8	73.7	70.7	72.8	74
District	71.1	70.1	67.7	66.5	74.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	128	128	128	128	127



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	100	757.3	741.1	31%	49%	14%	4%	0%
5	96	123	739.9	741.9	29%	56%	13%	1%	1%
5	97	112	714.2	734.5	25%	62%	5%	3%	4%

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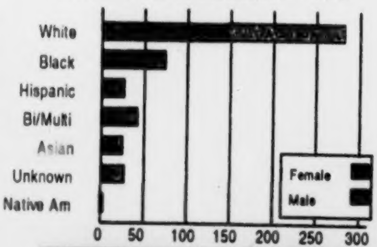
Agnano,
(NA)
Italy

Department of Defense Education Activity
Naples High School (7-12)
1996/97 School Profile
Jim Szoka, Principal

School Characteristics

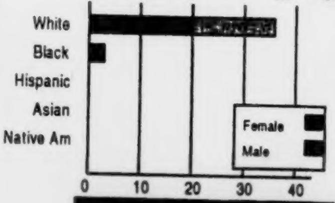
Student Enrollment - 479



Grade	#
7	98
8	85
9	104
10	74
11	52
12	66
Total	479

Sponsor Affiliation	
Marine	1%
Army	16%
Navy	52%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	23	5%
K-8	TAG	N/A	N/A
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	13	
AP Courses Offered		7	
Students Taking AP Courses		42	36%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	5
7-10	4
> 10	26

Mobility Rate
32% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	1
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	41%
MA/MS	59%
Doctorate	0%

Principal's Highlights

Naples High School educates a diverse student population in a suburban environment. The community represents all members of the American military as well as NATO and local Italian students.

The school improvement process at the school has focused on strategies to implement the strategic plan as outlined by DoDEA and the Italy District. The School Improvement Leadership Team has provided a forum for the cooperation between teachers, administrators, parents, students and community members in preparing students for the next century. The leadership team has tackled numerous issues from budget allocations to input on the construction of a new school.

The new high school, located at Gricignano, twelve miles outside Naples, will be completed for the opening of the 1997-1998 school year. It will be a state-of-the art facility with a fiber-optic LAN system, multiple computer laboratories and the largest gymnasium in the Mediterranean.

The school has a graduation rate of over 90% and of those that graduate, over 60% have indicated that they will pursue advanced education. The Naval JROTC program was named an Honor Unit during SY 1996-1997.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

The language arts department is using the four modes of discourse to expand writing across the curriculum: report of information, autobiographical incident, observational writing, and problem-solution. Language Arts consults with other departments on a quarterly basis to monitor student progress.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The Science Department has revised their action plan to focus on peer tutoring and an adopt-a-student program in the 7th, 8th and 9th grade. Report card grades and CTBS scores were used to provide a pool from which to invite students to participate. Baseline data was obtained to determine improvement over time.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Department chairperson's and a Principal's Newsletter are in place and working effectively. A staff member will coordinate publicity with local community media sources. Good news phone calls and cards will be closely monitored for timely follow through. Student Council members will continue to conduct SIP briefings for students.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff technology training is underway and will continue on a regular basis to ensure that students continue to receive current information. The Technology Committee is recruiting parents, students and other staff members for a broader-based representation to more effectively implement electronic technology across all curricular areas.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.1	3.48	3.70
Co-Supporters	2.0	3.16	3.31
Co-Learners	1.9	2.83	3.00
Co-Teachers	2.1	3.02	3.31
Co-Advisors	2.4	3.04	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

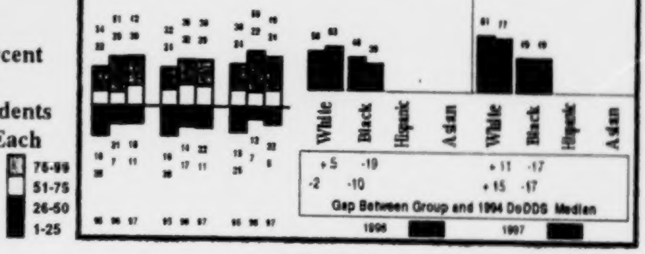
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Through polling of community volunteers, parents and staff members, a need was determined for a volunteer coordinator. This coordinator has been appointed and a procedural guide was developed. A Student Intervention Team was created with faculty and parent input to improve communication when students are having difficulty in school.

Grade 7

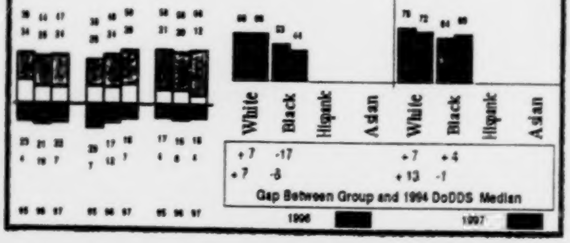
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.3	63.3	75	59.3	74.8
District	67.4	63.2	70.3	57.9	68.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	92	92	93	92	93

Percent of Students in Each



Grade 9

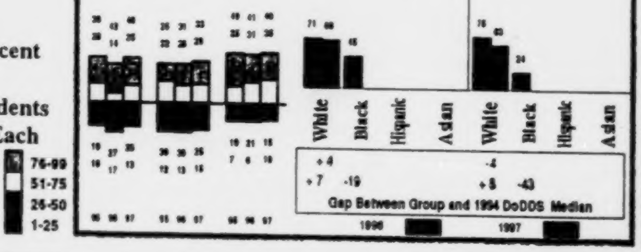
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	73.5	75.5	84	64.6	69.8
District	67.5	69.7	78.9	60.2	68.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	90	90	90	90	90



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69.5	58.8	71	64	63.8
District	71.4	67.5	74.6	61.8	71.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	40	40	40	40	40

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	81%	63%	62%	41%
	97	74%	71%	63%	41%
Math Avg Score	96	512	493	506	508
	97	509	496	505	511
Verbal Avg Score	96	493	497	518	505
	97	522	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

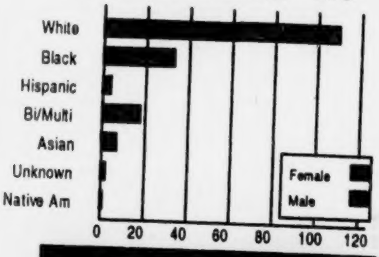
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	87	796.7	767.6	44%	20%	29%	8%	0%
8	96	88	773.1	770	17%	40%	38%	6%	0%
8	97	83	670.6	689	23%	53%	12%	8%	4%
10	95	61	764.2	792.8	8%	43%	38%	10%	2%
10	96	63	807.6	798.9	29%	48%	24%	0%	0%
10	97	70	674.5	711.6	27%	46%	19%	4%	4%

Aviano,
Pordenone
(Italy)

Department of Defense Education Activity
Pordenone Elementary School (K-6)
1996/97 School Profile
Joan Porter, Principal

School Characteristics

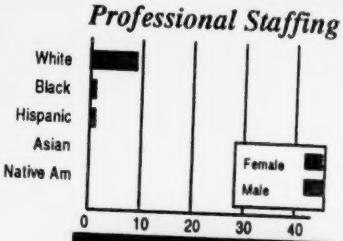
Student Enrollment - 175



Grade	#
K	21
1	24
2	33
3	26
4	26
5	24
6	21
Total	175

Sponsor Affiliation	
Marine	<.5%
Army	6%
Navy	<.5%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	12	7%
K-8	TAG	173	99%
K-12	ESL	5	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	0
> 10	10

Mobility Rate
61% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8.5
Special Education	1.5
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

The Pordenone Elementary School has a well-organized School Improvement Leadership Team successfully maintaining active parent and military representation in all areas.

Great strides have been made in the area of technology because of our participation as a DoDEA technology testbed site. Training provided both internally and under the auspices of Vanguard and CAETI resulted in staff efforts that exceeded expectations. All teachers are comfortable with a number of different applications of technology within the classroom. Connectivity with the INTERNET in January permitted exploration of resources not formerly available in the school.

Parental support in the areas of co-teaching and co-learning were evidenced within the Host Nation program. One parent taught sign language Another parent make masks with the students in K-6. Parents tutor and offer Basic First Aid instruction. Further expansion of parents as co-teachers in the School/Home Partnership is planned.

The School Improvement Plan continues to reflect our growth and change. We look forward to seeing increased communication and new developments during the coming school year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....

During 1996-97 we identified areas that could be developed by the sharing of ideas, concentrating on vocabulary development. During faculty meetings ideas and procedures were shared with offers of materials and/or instruction being made available. Test Ready was again used to identify skill areas needed in instruction. CTBS results continue to be screened for areas of concern.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Inservice training in the use of math lab software was provided. All staff implemented MathLand completely, augmenting instruction with basic skills. A portfolio resource library was developed for teacher use. Test Ready use identified skills not included.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Pordenone ES uses both electronic and print resources to communicate with parents. Students, teachers, and parents can access cc:Mail in classrooms or the computer lab. Military personnel and parents can communicate through EDU-Internet. Parent cc:Mail and email addresses are included in SIMS student information.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Information can be accessed through the INTERNET, cc:Mail and the Columbia Library System throughout the school. Teacher training on the usage of new applications and peripherals was a result of a needs assessment survey. Digital camera photos made on field trips were downloaded into PowerPoint reports during Media classes. The planned media upgrade will add CD-ROM.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.48	3.70
Co-Supporters	3.9	3.16	3.31
Co-Learners	3.3	2.83	3.00
Co-Teachers	3.5	3.02	3.31
Co-Advisors	3.3	3.04	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

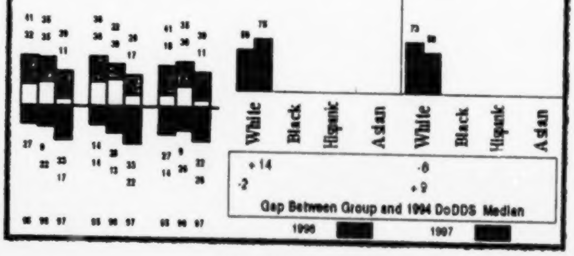
Co-communicators, co-supporters and co-teachers were the most successful aspects of the School and Home partnership with the strategies of weekly newsletters, the Nutcracker Musical and Computer Lab volunteers. Parents as co-leaners and co-advisors were involved in the Host Nation program, Discipline Committee, and parent representation in school improvement.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	50	47.5	57	74.5	58
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	18	18	18	18	18

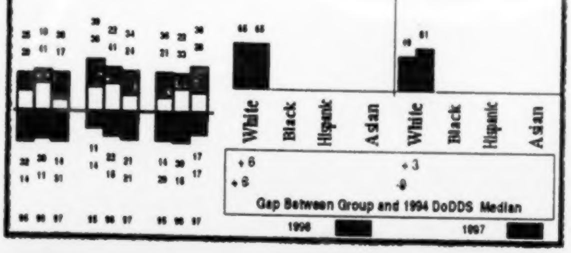
Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	52	62	63	55	61
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	29	29	29	29	29

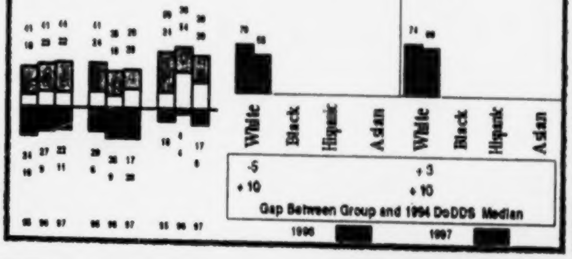


Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	65	69	51.7	72
District	71.1	70.1	67.7	66.5	74.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	18	18	18	18	18

Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pordenone ES
PSC 1
APO AE 09601-0005

DSN Phone: 632-4271
Fax Number: 39-434-28761
Commercial Phone:
39-434-28462

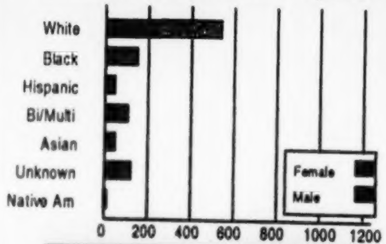
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	34	729.4	741.1	18%	44%	18%	21%	0%
5	96	26	729.3	741.9	27%	50%	19%	4%	0%
5	97	27	668.2	734.5	33%	56%	0%	0%	11%

Catania,
Sicily
(Italy)

Department of Defense Education Activity
Sigonella Elementary/High School (PK-12)
1996/97 School Profile
James Bowers, Principal

School Characteristics

Student Enrollment - 1,028



Grade	#
PreK	29
K	117
1	118
2	116
3	94
4	84
5	92
6	83
7	76
8	60
9	65
10	38
11	26
12	30
Total	1028

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	93%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

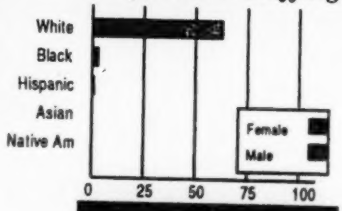
Grade Offered	Program	#	%
PK-12	Special Education	60	6%
K-8	TAG	N/A	N/A
K-12	ESL	22	2%
1	Reading Recovery	8	0%
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		16	29%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	5
7-10	11
> 10	55

Mobility Rate
32% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	50.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

Stephen Decatur E/HS has made great strides this year in 3 major areas.

Reading, math, and the School/Home Partnership areas saw the implementation of cross-age activities that helped reinforce the unit school concept. Seniors worked closely with first graders writing action books; high school students worked in first grade classrooms on science projects and taught games to elementary students at lunch recess; and activities such as the science exposition, Readathon, D.E.A.R., parent/student lunch days, and math contests have involved students and parents from pre-K through grade 12.

A Public Affairs Officer has been added to the school's Extra Duty Pay roster; a Public Affairs Plan implemented, with assistance from the NASSIG Public Affairs Office; and improvements were made in the school publications, based on parental input.

For technology, 52 new Pentium computers have been acquired, INTERNET is accessible, and technology training was provided for staff members.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts. and Soc. Studies.

Student learning in reading, language arts, and social studies will increase in all levels of achievement. Teachers improve reading across the curriculum by implementing strategies that locate detailed information. A community volunteer program has been established to implement a unit school wide Readathon. Drop Everything and Read occurs school wide every Wednesday.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

SDS staff has selected to focus in the area of Math. Strategies are Parent Math Events, Community Math Events, Teacher Expectations/Student Achievement, Cooperative Learning , and Teaching Learning Circles; a parent based study group for all grade levels. Teachers have also received training in Interactive Math and MathLand. Baseline data has been established.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The communication committee has established a Public Affairs Plan and a Public Affairs Coordinator. Using local media opportunities such as AFN, a feature page in the base publication The Signature, the school's Jaguar Journal, and community surveys to promote open and improved communication between the school and the surrounding community.

Benchmark 10.8: Establish Technology for teachers and administrators.

There are 4 strategies established for implementation of this benchmark. They are integration of technology software to support hardware across the curriculum; recommendations for hardware purchases to support the curriculum; staff and community training in technology; and INTERNET connectivity.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.1	3.48	3.70
Co-Supporters	3.3	3.16	3.31
Co-Learners	2.9	2.83	3.00
Co-Teachers	3.2	3.02	3.31
Co-Advisors	3.0	3.04	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

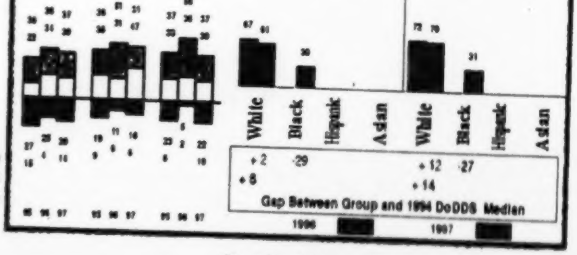
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

There have been two strategies established for this benchmark: Key Communicator Academic and Key Communicator Social. To increase parent, community, and student involvement the following action plans have been established: Parent Lunch Days, Parent Student Work Exchange Day, Principal's coffee, HS students organize activities with ES recess, Co-teachers.

Grade 5

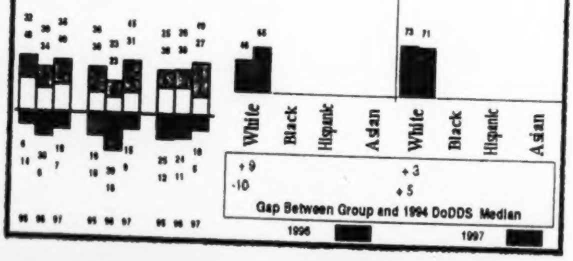
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63	65.1	68.5	58.5	60.8
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	87	87	86	87	86

Percent of Students in Each



Grade 8

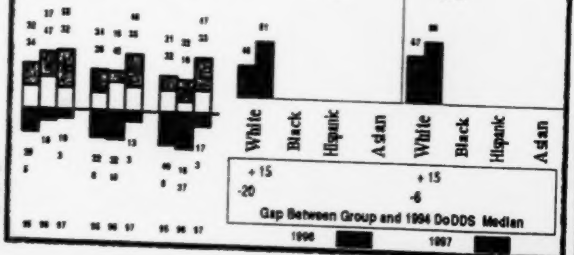
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	72	75	62	70.3
District	68.2	72.1	72.2	66	69.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	55	55	55	55	55



Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	79	75	74.4	74	81.5
District	74.2	68.7	72.2	72.6	71.8
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	31	31	30	31	30

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	68%	63%	62%	41%
	97	80%	71%	63%	41%
Math Avg Score	96	440	493	506	508
	97	469	496	505	511
Verbal Avg Score	96	455	497	518	505
	97	490	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sigonella ES/HS
PSC 824, BOX 2630
FPO AE 09627-2630

DSN Phone: 624-4281/2
Fax Number: 39-95-56-3899
Commercial Phone:
39-95-56-4281

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	76	734.1	741.1	8%	65%	20%	8%	0%
5	96	79	737.1	741.9	20%	71%	8%	1%	0%
5	97	78	746.5	734.5	33%	60%	3%	3%	1%
8	95	42	758.8	767.6	26%	12%	50%	12%	0%
8	96	61	759.3	770	12%	36%	46%	7%	0%
8	97	56	704.9	689	38%	39%	20%	4%	0%
10	95	35	832.5	792.8	34%	51%	11%	3%	0%
10	96	22	781.2	798.9	23%	36%	32%	9%	0%
10	97	35	745	711.6	54%	43%	3%	0%	0%

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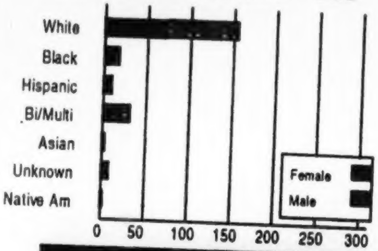
Vajont,
Pordenone
(Italy)

Department of Defense Education Activity
Vajont Elementary School (K-6)
1996/97 School Profile
Joel Hansen, Principal

School Characteristics

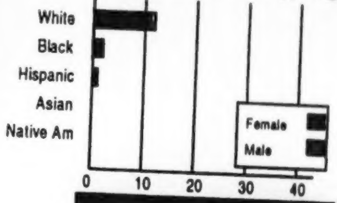
Student Enrollment - 228



Grade	#
K	34
1	52
2	37
3	29
4	27
5	27
6	22
Total	228

Sponsor Affiliation	
Marine	<.5%
Army	6%
Navy	<.5%
Air Force	93%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	7	3%
K-8	TAG	N/A	N/A
K-12	ESL	14	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	▨
AP Courses Offered		N/A	▨
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	10

Mobility Rate
53% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	9
Special Education	1
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

In the third year of its existence, Vajont Elem. School marked important milestones in its quest for improvement. In addition to the continued progress in reaching the Language Arts and Math goals related to the School Improvement Plan, significant achievement developed in the areas of technology, community relations, and the media center.

Because Vajont School was part of the DoDEA technological testbed, a multitude of benefits accrued at the school during the SY 96/97. The school's electrical system was upgraded to accommodate the installation of the local area network which eventually was linked to the INTERNET. The pilot projects titled Vanguard and CAETI brought hardware, software, and training to staff members which resulted in children operating computers in all classrooms, the media center, and the computer lab on a daily basis.

The computer lab was available for daily practice or instruction because it was staffed by community volunteers. In addition, each classroom, the office, and the media center received consistent volunteer help. While keeping in mind Vajont is a school of 9 teachers, the hours these seventy-six volunteers worked translated into two extra people per day!

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts. and Soc. Studies.

An Anthology will be distributed at the end of this school year. It is the joint efforts of students, teachers, and parents. Through media class, students produced cross curricular products incorporating use of technology. Joan Gibbons, the Headquarters Language Arts Coordinators, conducted training in the writing process for the entire faculty.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

During Math Week, parents were invited to observe and participate in MathLand games in their child's classrooms. All students participated daily in a game chosen for their grade level on order to increase mathematical computation skills. All faculty members received training in the science standards.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Core Literature material in the Share-A- Book program are increasing and strengthening communication among students, parents, teachers and school. Teachers share information about math curriculum with parents during math weeks. The school's publications, "The Chalk Dust" and "The Anthology," have increased communication among the staff.

Benchmark 10.8: Establish Technology for teachers and administrators.

The school has been selected as participants in the Presidential Technology Initiative. Next year all staff members will be trained in the use of software introduced at the Presidential Technology Initiative. The staff has participated in two other technology programs -- CAETI and Vanguard.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators		**3.48**	**3.70**
Co-Supporters		**3.16**	**3.31**
Co-Learners		**2.83**	**3.00**
Co-Teachers		**3.02**	**3.31**
Co-Advisors		**3.04**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

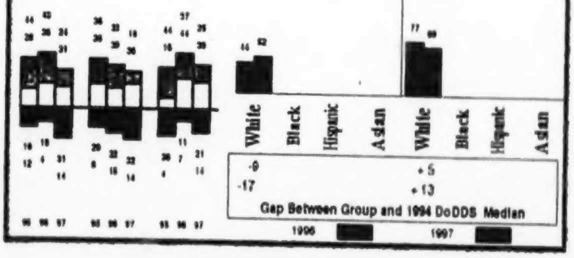
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

We are involving parents in all facets of school life. Math Week, Fall Festival, Science Fair, study trips, music programs, Fun Day, Computer Lab, and Host Nation Parent Involvement Program. Parents are involved and contribute to the development of our school anthology and Math Home Activities. The SILT engages parents in school decision making.

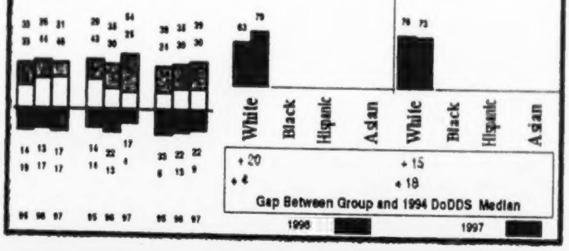
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61	54.5	61	55	71
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	29	28	28	29	28



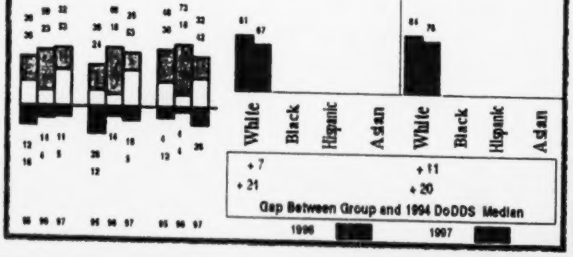
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59.5	76.5	64.7	76.5	69
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	24	24	23	24	23



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69	67	68	68	74
District	71.1	70.1	67.7	66.5	74.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	19	19	19	19	19



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vajont ES
PSC 54 BOX 4600
APO AE 09601-0005

DSN Phone: 632-4134
Fax Number: 39-427-701575
Commercial Phone:
39-427-701590

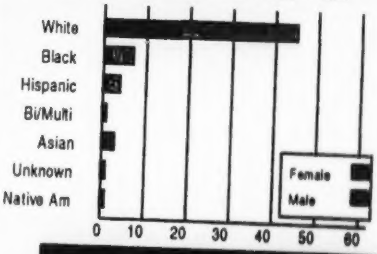
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	23	743.3	741.1	9%	70%	17%	4%	0%
5	96	22	747.6	741.9	27%	68%	0%	5%	0%
5	97	23	718.2	734.5	13%	74%	9%	4%	0%

Parona, Verona
(Italy)

Department of Defense Education Activity
Verona Elementary School (K-8)
1996/97 School Profile
Wilma Holt, Principal

School Characteristics

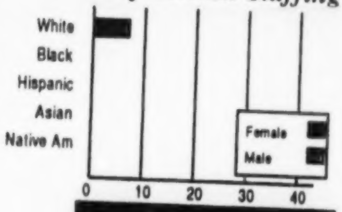
Student Enrollment - 62



Grade	#
K	7
1	10
2	3
3	8
4	9
5	5
6	4
7	9
8	7
Total	62

Sponsor Affiliation	
Marine	<.5%
Army	27%
Navy	6%
Air Force	45%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	3	5%
K-8	TAG	N/A	N/A
K-12	ESL	5	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	1
> 10	4

Mobility Rate
74% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	5
Special Education	0.5
Other Professionals	0.5

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Verona American School is proud of its reputation as being recognized as a model small school. We believe that working together with parents, students, and our community, we are "building a better world one student at a time".

Fifty-five percent of the eligible 8, 9, and 10 grade students were selected for the National Honor Society at our feeder school, Vicenza High School. Our focus is on basic skills in the content areas of reading comprehension, and oral and written communication.

The School Improvement Leadership Team has become the guiding force for all decisions made at the school level, to include; budget, staffing and in-service training. The school week was restructured this year to allow for school improvement planning and additional technology training for staff members.

Computers are available in every classroom. All computers are linked via a Novell LAN. All students have access to a computer lab. At Verona American School "Excelling continues to be expected!"

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies

Students use graphic organizers to integrate higher level thinking skills in reading and writing. Student grades of written products have improved over time. Our focus on oral language has increased student fluency in dialogs and presentations. Student progress has been noted in the area of pronunciation, clarity, organization and demeanor as evidenced by teacher developed rubrics.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The school examined the achievement of each female student in math. The teachers then focused on individual student needs. Female students are participating more successfully and confidently in math classes. The SILT has determined that the emphasis for next school year will shift from math to improving science achievement for all students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Parent newsletters are distributed three times a month. Response cards are sent home quarterly to seek parent input and feedback to school programs, activities and policies. Student and teacher newsletters are sent home providing classroom specific information. A centrally located bulletin board displays school/student information, and brochures for community and parents.

Benchmark 10.8: Establish Technology for teachers and administrators

The school complex computer coordinator works with staff and community members on her monthly visits. At each session teachers learn strategies to integrate software into classroom instruction. Students and teachers use the Local Area Network for research and projects. The school is scheduled for INTERNET connectivity during school year 1998-1999.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.2	3.48	3.70
Co-Supporters	3.7	3.16	3.31
Co-Learners	3.6	2.83	3.00
Co-Teachers	3.8	3.02	3.31
Co-Advisors	4.1	3.04	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

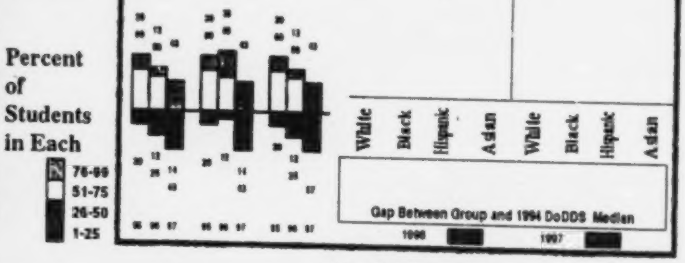
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent Academies have been held quarterly. Topics presented were Host Nation, portfolio assessment, science, and MathLand. Parents communicate with teachers concerning student progress and school activities on the INTERNET. Parent and community representatives make decisions concerning budget, staffing, and school specific policies.

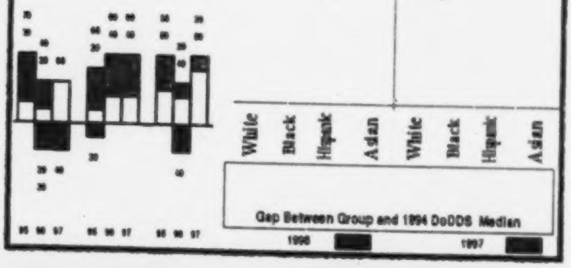
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School					
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	7	7	7	7	7



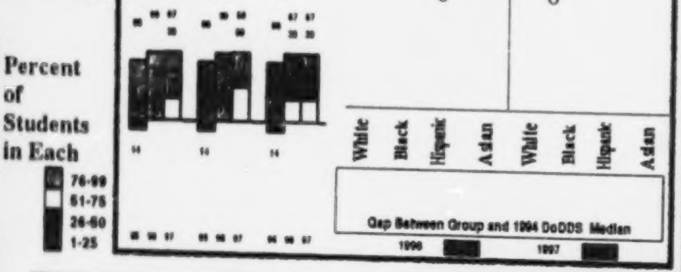
Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
	61.9	71.2	67.4	59.9	62.3
	60.9	71.2	67	57	61.5
	50	50	50	50	50
	5	5	5	5	5



Grade 8

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School					
District	68.2	72.1	72.2	66	69.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	6	6	6	6	6



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Verona ES
CMR 428
APO AE 09628-0005

DSN Phone:
Fax Number: 39-45-941867
Commercial Phone:
39-45-942199

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	11	694.9	741.1	27%	46%	18%	0%	9%
5	96	6	*	741.9	100%	0%	0%	0%	0%
5	97	5	792	734.5	60%	40%	0%	0%	0%
8	96	4	*	770	75%	25%	0%	0%	0%
8	97	7	744.3	689	71%	14%	14%	0%	0%

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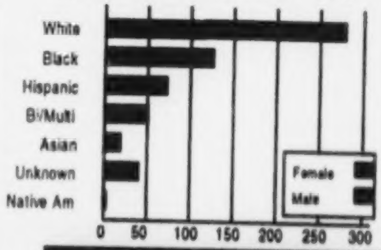
Vicenza,
Italy

Department of Defense Education Activity
Vicenza Elementary School (PK-6)
1996/97 School Profile
Robert Allen, Principal

School Characteristics

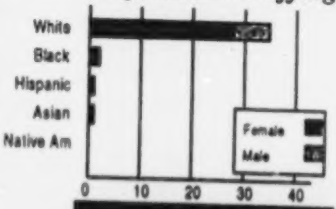
Student Enrollment - 590



Grade	#
PreK	19
K	83
1	95
2	83
3	89
4	80
5	73
6	68
Total	590

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	<.5%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	63	11%
K-8	TAG	N/A	N/A
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	0
> 10	34

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	25.5
Special Education	4
Other Professionals	6.5

Teacher Education

Degree	% Teachers
BA/BS	21%
MA/MS	79%
Doctorate	0%

Principal's Highlights

Our School Improvement Leadership Team guided the successful implementation of our School Improvement Plan.

Training was provided in early childhood developmentally appropriate practices for teachers of K-3. These teachers refined the development of portfolios of student work and successfully conducted portfolio review sessions with students and parents.

We staffed our computer laboratory with a full-time teacher and significantly improved the effectiveness of our computer technology program.

We increasingly shifted to an "inclusionary education" approach to deliver special services to students in their regular classrooms.

The School-Wide Enrichment Program also shifted away from a separate room and into the regular classrooms. We organized our school's first involvement in the "Odyssey of the Mind" and successfully formed nine teams. They competed in Italy and one competed at the All-Europe meet in Poland.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.

Staff development was conducted to train ten teachers in the use of a rubric to evaluate student levels of writing. K-2 teachers used developmental writing stages to evaluate descriptive writing in the fall and spring. Teachers in 3-6 used a rubric to evaluate persuasive writing samples. A writing proficiency data base has been established to track proficiency levels all returning students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The district math liaison conducted interactive staff development sessions involving all teachers at grade levels in cooperative learning strategies. 14 TESA trained teachers focused on higher level questioning and delving techniques which encouraged children in math problem solving. All 3rd grade children worked with the Test Ready program to prepare for CTBS testing.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Each teacher produced a student-parent-teacher newsletter at least twice a quarter. Parent and teacher surveys recorded satisfaction with the increased communication. Peer observation through TESA documented increase in higher level questioning strategies in classroom instruction. School-home email communication began.

Benchmark 10.8: Establish Technology for teachers and administrators.

Students and teachers were instructed in technology skills. Four school newspapers were published by students. A Computer Club was conducted for grades 3-6. CD-ROMS in the Media Center and Computer Lab facilitated student research. The school has been selected as an associate site as part of the Presidential Technology Initiative.

Average Ratings of SHIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.48	3.70
Co-Supporters	2.9	3.16	3.31
Co-Learners	2.6	2.83	3.00
Co-Teachers	2.6	3.02	3.31
Co-Advisors	2.4	3.04	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

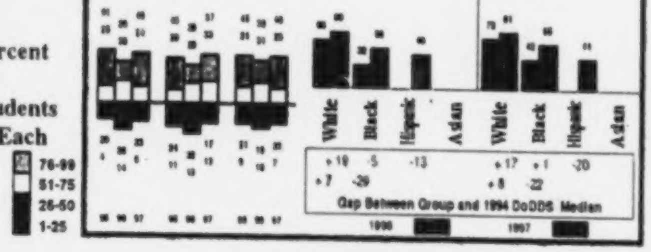
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School and Home Partnership activities were expanded. Kindergarten and first grade orientation sessions were attended by 95% of parents. A Celebrity Reader program brought 93 parents and community members for classroom interaction. Parents served on the Discipline Committee, chaperoned overnight field trips in grades 4 & 6, and coached Odyssey of the Mind.

Grade 3

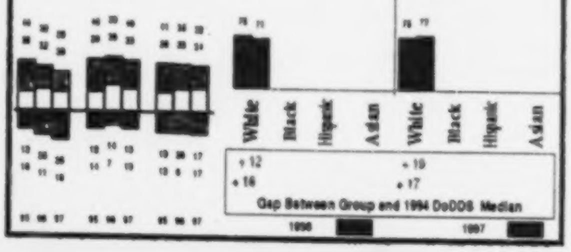
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74	65.3	69.5	65.3	75.6
District	65.6	60.7	60.2	62.1	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	82	82	82	82	82

Percent of Students in Each



Grade 5

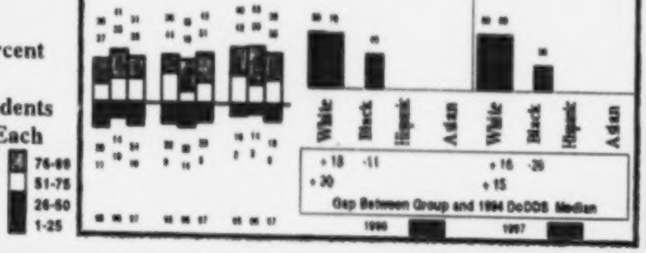
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61.5	70	63	55	60
District	61.9	71.2	67.4	59.9	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	60	60	59	57	58



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	60.3	66.5	66.7	62.5	60.7
District	71.1	70.1	67.7	66.5	74.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	62	62	62	62	62

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	63%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	493	506	508
	97	NA	496	505	511
Verbal Avg Score	96	NA	497	518	505
	97	NA	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza ES
UNIT 31401, BOX 11
APO AE 09630-0005

DSN Phone: 634-7579
Fax Number: 39-444-517715
Commercial Phone:
39-444-517579

DoDEA Writing Assessment

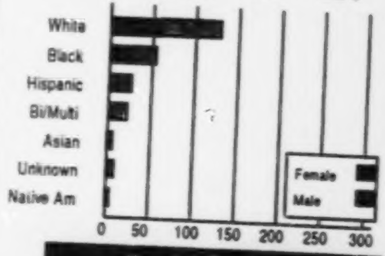
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	66	741.2	741.1	24%	49%	17%	9%	0%
5	96	62	697.5	741.9	26%	31%	36%	7%	2%
5	97	51	722.3	734.5	22%	67%	4%	6%	2%

Vicenza, Italy

Department of Defense Education Activity
Vicenza High School (7-12)
1996/97 School Profile
Peter Price, Principal

School Characteristics

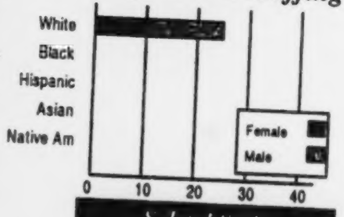
Student Enrollment - 250



Grade	#
7	59
8	42
9	39
10	44
11	46
12	20
Total	250

Sponsor Affiliation	
Marine	<.5%
Army	66%
Navy	1%
Air Force	14%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	13	5%
K-8	TAG	N/A	N/A
K-12	ESL	8	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	9	
AP Courses Offered		4	
Students Taking AP Courses		10	15%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	2
> 10	21

Mobility Rate
23% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	21.5
Special Education	1
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	56%
Doctorate	4%

Principal's Highlights

Students, faculty, and parents participate actively in Family Force Forums, community goals and objectives conferences, PTSA, Town Hall meetings, SAC, and SILT.

VHS is a Presidential Technology Initiative associate site for school year 1997-98. Five teachers will receive intensive training in August 1997 and will act as leaders of the pilot next year. Our involvement in this project is a direct result of our within school initiatives of this past school year to be technology prepared for opportunities to improve instruction through use of technology and our high quality proposal for inclusion in the PTI program. INTERNET access is available in 50% of the classrooms. Our goal next year is INTERNET access from every computer in the school in order to allow maximum opportunities for student research in all content areas across the curriculum.

A comprehensive survey was conducted in March 1997. Responses from 100% of the teachers, 83% of the students, and 75% of the parents indicate a high level of awareness and satisfaction related to the benchmarks. These will be used in the next school year by SIP benchmark sub-committees to continue our plan's implementation and refinement.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies.
Writing across the curriculum has been our emphasis, and we have encouraged it by sharing a wide variety of strategies with the faculty. More than 90% of the disciplines have submitted samples of written student work for inclusion in a portfolio displayed in the Media Center.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Females serve as role models--50% math teachers are female; female VHS & community members tutor math students. 40% of top ten AHSME were female. MathCounts included female students for the first time. Survey results showed 95% of teachers and parents encourage females to take higher level math classes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Survey showed 66% agreed that parents and teachers communicate. 88% of parents agree that the communication from the school contains meaningful information. 95% of teachers communicate with parents about positive aspects of classroom progress. An email directory to facilitate communication between staff and parents has been published.

Benchmark 10.8: Establish Technology for teachers and administrators.
Students use technology skills as a tool for learning across the curriculum. The majority of students have given PowerPoint presentations to communicate learning in the content areas. 20% use Lotus Notes in Distance Education courses or in Eng. classes. 10 Networking students successfully repair/rebuild computers. INTERNET email accounts are available for all students.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.48	3.70
Co-Supporters	3.1	3.16	3.31
Co-Learners	3.4	2.83	3.00
Co-Teachers	3.3	3.02	3.31
Co-Advisors	3.7	3.04	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

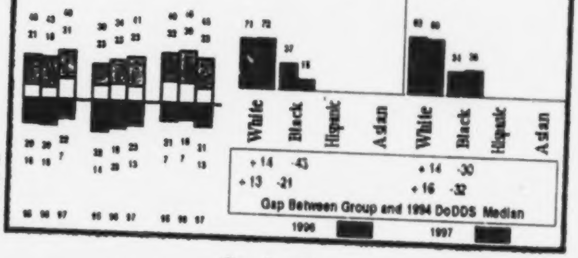
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Teachers initiated a classroom open-door policy, inviting parents to observe students and classes at work. Participation in Family Force Forum by staff, students and parents has increased. Parents presented and participated in staff development sessions throughout the year, including an in-service session on School/Home Partnership.

Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	70	68.5	45.5	63
District	67.4	63.2	70.3	57.9	68.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	55	56	56	56	56

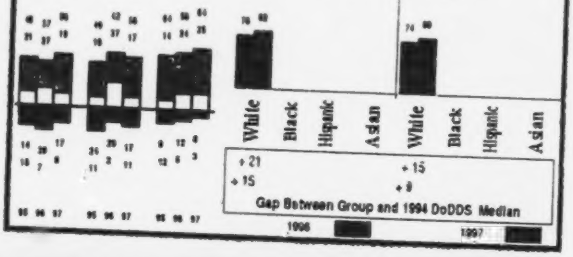
Percent of Students in Each

76-99
51-75
26-50
1-25



Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	81.5	81.3	86.5	68	71
District	67.5	69.7	78.9	60.2	68.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	36	36	36	36	36

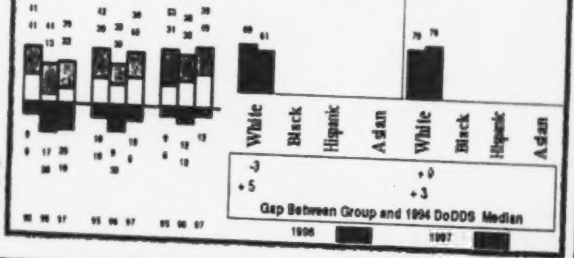


Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68	66.6	71	58	66
District	71.4	67.5	74.6	61.8	71.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	41	40	41	41	40

Percent of Students in Each

76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	47%	63%	62%	41%
	97	45%	71%	63%	41%
Math Avg Score	96	504	493	506	508
	97	496	496	505	511
Verbal Avg Score	96	537	497	518	505
	97	490	509	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vicenza HS
UNIT 31401, BOX 11
APO AE 09630-0005

DSN Phone: 634-7656
Fax Number: 39-444-517220
Commercial Phone:
39-444-517650

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	50	835.3	767.6	60%	24%	16%	0%	0%
8	96	40	784.8	770	40%	33%	18%	8%	3%
8	97	47	644.8	689	17%	38%	28%	13%	4%
10	96	48	806.7	798.9	21%	63%	17%	0%	0%
10	97	44	723	711.6	52%	34%	11%	0%	2%

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SECTION G

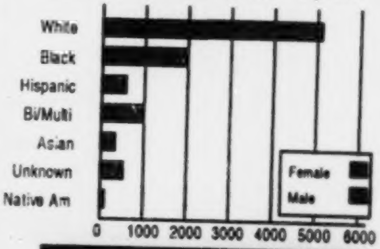
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KAISERSLAUTERN DISTRICT
1996-1997

Department of Defense Education Activity
Kaiserslautern District
1996/97 Profile
Terrence Kacik, Superintendent

District Characteristics

Student Enrollment - 9,557



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	1125	12%
K-8	TAG	2377	31%
K-12	ESL	266	3%
1	Reading Recovery	113	11%
7-12	AVID	183	[illegible]
Students Taking AP Courses		319	43%

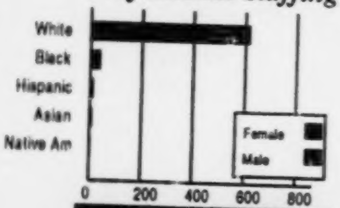
Grade	#
PreK	223
K	918
1	1058
2	1009
3	907
4	855
5	793
6	764
7	675
8	577
9	584
10	459
11	391
12	344
Total	9557

Sponsor Affiliation	
Marine	<.5%
Army	56%
Navy	<.5%
Air Force	34%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Year	Teachers
New	5
1-3	28
4-6	30
7-10	75
> 10	518

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	34
Classroom Teachers	477
Special Education	74.5
Other Professionals	123

Teacher Education	
Degree	% Teachers
BA/BS	26 %
MA/MS	67 %
Doctorate	1 %

Superintendent's Highlights

Improved student achievement through enhanced instruction was the focus in the District's eighteen schools. Continued emphasis on writing was evidenced by significant gains in the number of students rated "proficient" or higher on the DODDS Writing Assessment. Special educators were included in the LA/RS Lead Teacher Cadre. A CBAM LA/RS Configuration Map was developed by District teams.

All surveyed stakeholders rated the DSO's staff development, standards and SIP implementation support "above average" for the second year. NCA and other consultants substantiated these findings. A variety of staff development models were used during and outside the duty day. School Home Partnership activities were enhanced. The ECE Net was produced for the ninth year.

Nine school LAN servers were upgraded and funding was received for SY 97/8 project completion. Upgraded administrative computers will be installed next year. Assistive technology was integrated in pre-school programs.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

LAR Lead Teachers have been trained in Levels I & II for the new curriculum implementation. All K-6 teachers have received Level I training. Improvement of student writing skills has been ongoing, with notable gains. Student activities and assessment reflect continued emphasis on standards-based instruction. Integration of the social studies standards has been a focus.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Level II and III training was provided for teachers in math. Training was conducted on site in order to maximize collegiality and minimize class disruption. Topics included assessment, technology, and parent partnership. Science training focused on awareness of the standards. Methods classes for elementary teachers were held in both disciplines.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The District Improvement Team met monthly to discuss school support needs and adapt interventions. Surveys of SILTs, administrators and the DSO indicated increasing recognition of, and satisfaction with, the supports provided through the District Improvement Plan. All stakeholders acknowledged that communication and staff development efforts have been enhanced.

Benchmark 10.8: Establish Technology for teachers and administrators

The DoDEA Technology Plan continued to increase the availability and use of technology at the schools. Six schools received new computer labs and several media centers were scheduled for upgrades. Schoolwide technology inservices for educators were conducted to support integration of technology into key curricular areas. The DSO Home Page was frequently updated.

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Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.49	3.70
Co-Supporters	3.14	3.31
Co-Learners	2.90	3.00
Co-Teachers	3.22	3.31
Co-Advisors	3.10	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

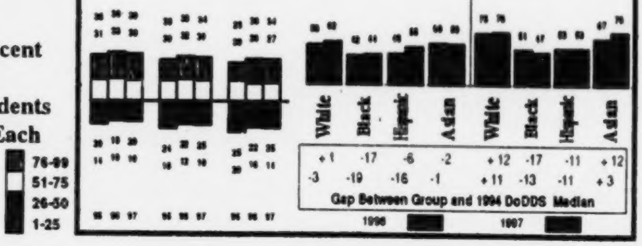
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

Increasing parental involvement in schools throughout the district has been a primary focus. Parents/teachers/admin participated in three days of inservice on the SHP program. Increased parental involvement at all tiers of SHP is shown by site-based evaluations. Action plans, which support SHP, were developed, integrated, updated and implemented at all schools.

Grade 3

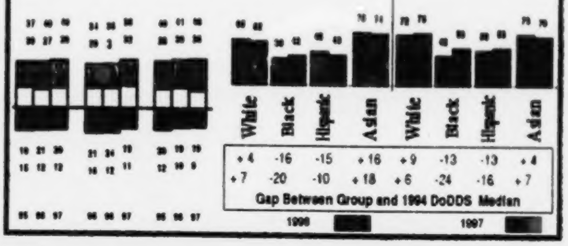
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	856	853	854	853	853

Percent of Students in Each



Grade 7

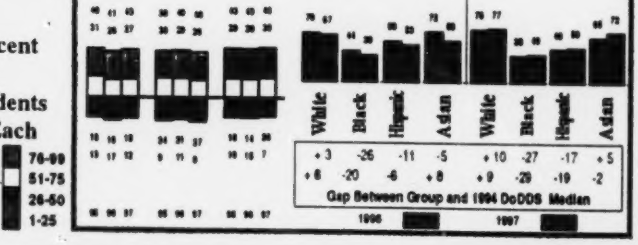
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	67	66	72.4	56.2	69.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	622	622	623	621	621



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	68.4	65.4	70.5	60.8	69.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	317	312	317	312	314

Percent of Students in Each



SAT Results		District	DoDDS	Nation
% Participating	96	60%	62%	41%
	97	58%	63%	41%
Math Avg Score	96	507	506	508
	97	514	505	511
Verbal Avg Score	96	524	518	505
	97	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Kaiserslautern District
Attn: Terrence Kacik
Unit 3405
APO AE 09094

DSN Phone: 489-6339
Fax Number: 49-631-98762
Commercial Phone:
49-631-351370

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	803	733.7	741.1	15%	57%	15%	11%	1%
5	96	748	741.8	741.9	32%	52%	13%	2%	1%
5	97	704	732.7	734.5	31%	56%	6%	5%	2%
8	95	615	764.2	767.6	43%	16%	28%	9%	4%
8	96	544	786.7	770	26%	41%	28%	5%	0%
8	97	335	692.5	689	30%	46%	16%	7%	1%
10	95	481	799.1	792.8	28%	36%	26%	10%	1%
10	96	424	807.1	798.9	31%	42%	22%	4%	0%
10	97	410	725.4	711.6	49%	35%	14%	1%	1%

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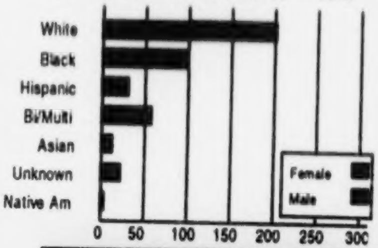
Bad Kreuznach, Germany

Department of Defense Education Activity
Bad Kreuznach Elementary School (PK-6)
1996/97 School Profile
Elaine Grande, Principal

School Characteristics

Student Enrollment - 432



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	67	16%
K-8	TAG	80	19%
K-12	ESL	19	5%
1	Reading Recovery	4	6%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

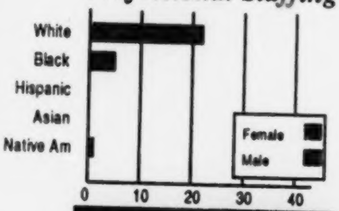
Grade	#
PreK	20
K	59
1	65
2	59
3	61
4	64
5	48
6	56
Total	432

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	1
7-10	5
> 10	23

Mobility Rate
45% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	19
Special Education	4
Other Professionals	8.5

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	72%
Doctorate	0%

Principal's Highlights

The new SILT team has been effective in increasing faculty & parental participation in the school. 93.75% of teachers participated in the Reading Assessment and 87.5% in the Math. An increased number of teachers are involved in activities which support the benchmarks-LA Lead teachers, Math Assessment, Computer training, and Key Communicators.

The Parent Center brought an increase in volunteers, many of whom worked with children to increase reading proficiency. Parents participated as resources for multi-cultural activities throughtout the year. An evening Library Family Hour was initiated in the spring of 97.

Throughtout the year, the staff provided parent support groups for PSCD, K-1, ADHD, and Special Ed. Large group inservices were matched to benchmarks. Parents have been invited to participate in inservice activities and several have attended district and school level training. A Pentium computer lab will open at the beginning of next school year.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts and Soc. Studies

The MacMillian reading Series end-of-the year test was used for both baseline & growth for grades 2-6. Grade 1 used the reading recovery screening. Quartiles were identified. Grades 2-6, 60% of students scored in the highest quartile. Fewer than 2% were in the bottom quartile. End of year scores showed 79% of students in top quartile, & 1.6% in the bottom.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

This was the second year of Mathland implementation. An interview and written assessment using a 321 rubric were combined for quartiles. 24% scored in the bottom quartile. End of the year assessment showed the number of students in the bottom quartile decreased by 9%. After the pre-assessment, a more reliable tool was used for the post assessment.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Parents are provided information on SIP as well as other school activities through a newly established weekly newsletter. A school improvement bulletin board is located in the school office. Teachers were provided with a classlist of students' baseline scores broken into quartiles.

Benchmark 10.8: Establish Technology for teachers and administrators

Computers were purchased for a student lab which will be operational in August, 97. Students will be trained in word processing, problem solving, keyboarding, telecommunications, multimedia, and reference tools. Teachers have received training on the use of cc:mail. The library has cc:mail and internet services available for students and teachers.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.49	3.70
Co-Supporters	3.2	3.14	3.31
Co-Learners	2.9	2.90	3.00
Co-Teachers	3.5	3.22	3.31
Co-Advisors	3.3	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

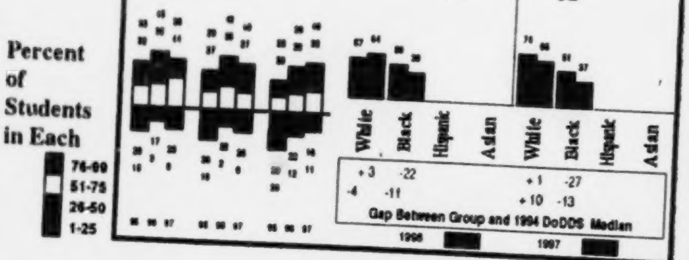
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parents were surveyed in the Fall of 96. More than 90% of parents felt "very comfortable" about working with teachers, and coming into school. A parent center opened with the cooperation of parents and teachers. Plans have been made to enable parents to voice concerns and questions through a weekly newsletter response sheet and e-mail. Key communicators are used.

Grade 3

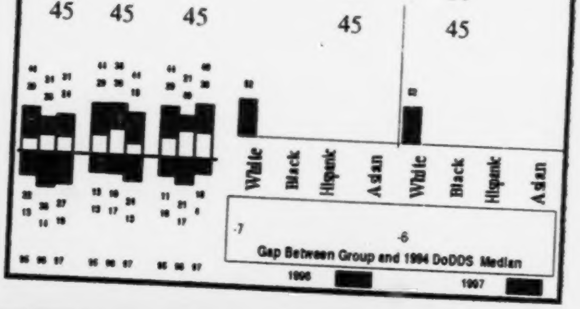
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	66.8	67.3	55.5	59.5
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	62	62	62	62	62



Grade 5

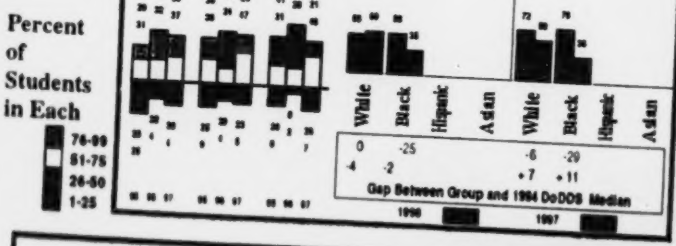
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56.7	65.3	70	48	55
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	45	45	45	45	45



Grade 6

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.3	62.2	56.3	51	55.6
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	57	57	57	57	57



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach ES
CMR 441
APO AE 09252-0005

DSN Phone: 490-7110/6133
Fax Number: 49-671-68134
Commercial Phone:
49-671-73000

DoDEA Writing Assessment

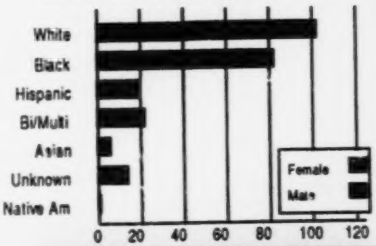
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	48	722.5	741.1	10%	52%	25%	13%	0%
5	96	41	754.6	741.9	27%	63%	7%	2%	0%
5	97	46	719.2	734.5	20%	65%	11%	4%	0%

Bad Kreuznach, Germany

Department of Defense Education Activity
Bad Kreuznach High School (7-12)
1996/97 School Profile
Charles Helmstetler, Principal

School Characteristics

Student Enrollment - 246



Grade	#
7	52
8	49
9	46
10	37
11	30
12	32
Total	246

Sponsor Affiliation	
Marine	<.5%
Army	81%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Special Programs

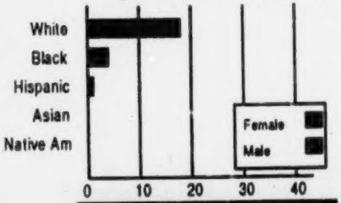
Grade Offered	Program	#	%
PK-12	Special Education	18	7%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	8	
AP Courses Offered		6	
Students Taking AP Courses		26	42%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	2
> 10	18

Mobility Rate
30% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	35%
MA/MS	57%
Doctorate	9%

Principal's Highlights

Focusing on writing and math computation gave the Bad Kreuznach faculty clear guidelines on improving student achievement. This vision became apparent with significant increases in writing assessment scores and math computation skills.

The Language Arts and Math departments developed local assessment tools to meet the particular needs of our students. Using this methodology, students improved academically and gained practical life skills using calculators and varied writing practices.

Other highlights include: First in the district in 8th grade writing assessment scores; Fourth in the district Math Counts competition; Division III North Conference championships in football, volleyball, and girls' basketball; and JROTC Drill Team champions and Honor Unit with Distinction award.

A cohesive staff, parental support, and enthusiastic students all make Bad Kreuznach High School "The Best Little School in Europe."

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

The Language Arts department's emphasis on writing brought student scores to a 4.5 average based on a 6 point rubric. With the use of computers, technical errors decreased as indicated by the mechanical component in the locally designed rubric. Writing across the curriculum was extended, with over half of ALL teachers requiring writing two or more times per week.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The Math department developed a local assessment tool for five specific computation areas. Using calculators students increased scores in the areas of; order of operations, negative integers, multiplication and division, fractions, and percentages. Pre- and post-testing demonstrated no significant gap among gender or ethnic groups.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

All teachers communicate electronically on LAN daily. Monthly newsletter information is submitted on disc, keeping parents and the community abreast of current and upcoming events. Student work was prominently displayed throughout post in the commissary, exchange, and mail room. Students initiated The BK Underground, a humorous account of high school life.

Benchmark 10.8: Establish Technology for teachers and administrators

There are computers in all classrooms allowing LAN communication and Internet access for teachers and students. The Media Center specialist and supply technician track materials and equipment with computer accountability programs. All teachers record grades on Integrade making computer-generated progress reports readily available.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.49	3.70
Co-Supporters	2.6	3.14	3.31
Co-Learners	2.3	2.90	3.00
Co-Teachers	2.5	3.22	3.31
Co-Advisors	2.7	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

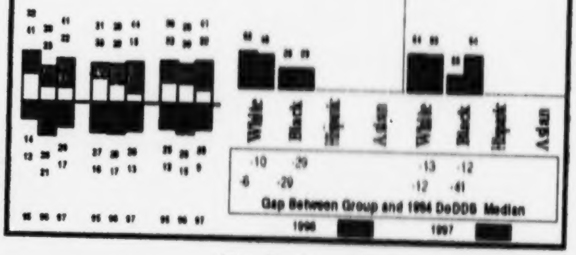
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

BK has parents involved as co-communicators and co-supporters evidenced by enormous participation in Booster Club, sports events, SAC, and academic honors gatherings. We have established school and community key communicators who will plan further events designed to develop the school-home partnership.

Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.5	65.5	64	40.5	65.5
District	67	66	72.4	56.2	69.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	54	54	54	54	54

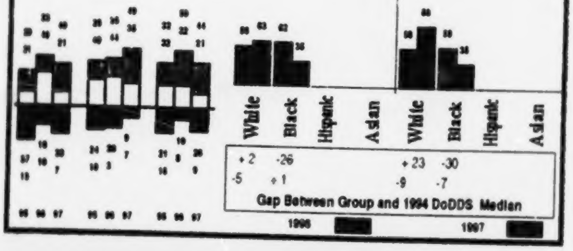
Percent of Students in Each



▇ 76-99
☐ 51-75
▇ 26-50
▇ 1-25

Grade 9

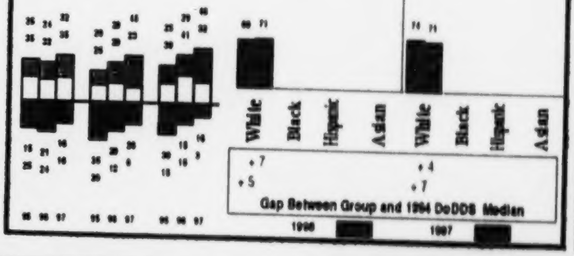
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	75.3	70.7	52	55
District	67.8	74.8	79.8	61.9	69.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	43	43	43	43	43



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	71	75.5	56	67.5
District	68.4	65.4	70.5	60.8	69.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	31	31	31	31	31

Percent of Students in Each



▇ 76-99
☐ 51-75
▇ 26-50
▇ 1-25

SAT Results		School	District	DoDDS	Nation
% Participating	96	52%	60%	62%	41%
	97	41%	58%	63%	41%
Math Avg Score	96	467	507	506	508
	97	451	514	505	511
Verbal Avg Score	96	505	524	518	505
	97	465	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kreuznach HS
UNIT 2432
APO AE 09252-0005

DSN Phone: 490-5754/5883
Fax Number: 49-671-72898
Commercial Phone:
49-671-72037

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	44	750.7	767.6	36%	14%	30%	18%	2%
8	96	36	789.5	770	25%	39%	33%	3%	0%
8	97	42	659.2	689	19%	45%	21%	12%	2%
10	95	34	720.3	792.8	12%	24%	41%	18%	0%
10	96	27	802.5	798.9	26%	48%	22%	4%	0%
10	97	36	711.7	711.6	33%	50%	17%	0%	0%

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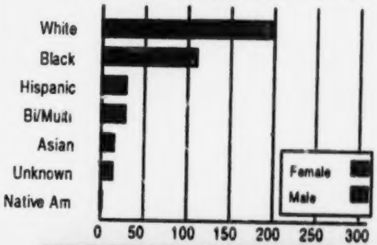
Baumholder,
Germany

Department of Defense Education Activity
Baumholder High School (7-12)
1996/97 School Profile
Thomas F. Dignan, Principal

School Characteristics

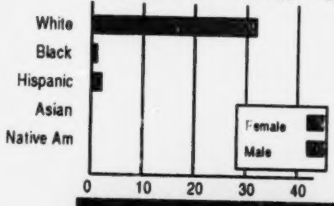
Student Enrollment - 396



Grade	#
7	98
8	63
9	89
10	48
11	43
12	55
Total	396

Sponsor Affiliation	
Marine	<.5%
Army	87%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	39	10%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		4	
Students Taking AP Courses		36	37%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	1
> 10	30

Mobility Rate
31% Per Year

School Staff	
Category	FTE
Administrators	2
Classroom Teachers	31.5
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	51%
Doctorate	3%

Principal's Highlights

BAHS is continuing to increase student achievement with strategies targeting writing across the curriculum, oral presentations across the curriculum, cooperative group learning in all classes, increased enrollments in upper level mathematics and science courses, increased use of technology and increased parent involvement.

New srategies initiated at BAHS for parent involvement included parent information nights, interactive use of student agendas, interactive school newsletters, parent room in media center and volunteer recognition programs.

Block Scheduling was introduced at BAHS for SY 96-97. 90 minute classes allowed students to gain a greater depth of understanding of content and time to perfect skills. The seminar period provided students with the opportunity to make up tests, study, complete projects, receive individual or small group tutoring, and do research. Cultural experiences and assemblies were offered without cutting instructional time.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

90% of teachers reported providing students with writing models and written assignments in the last 30 days (May '97). 77% reported assigning students oral presentations 2nd semester. The May '97 student survey showed 82% of students feel comfortable speaking in front of a group and 57% report giving 4 or more oral presentations.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

92% of all students report feeling comfortable working in cooperative groups. 90% of teachers report students work in groups at least once per week. Enrollment of Black students increased 7% in math analysis and from 0% to 32% in physics. The number of female physics students also increased 7%. A calculus class was added for SY 96-97.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The SY 96-97 S.I.L.T. included 2 students, 3 parents, 3 teachers, and the principal. The team posted data collection results in the school lobby and published the data in the school newsletter. Information flowed between the team and the faculty at faculty meeting and sub-committee meetings. Parents and teachers participated in staff development training.

Benchmark 10.8: Establish Technology for teachers and administrators.

100% of faculty continue to use Integrade to report student grades. Internet access is now available in both the media center and computer lab. Teacher internet usage is up over 28% over last year. All teachers have access to cc:Mail in the teachers' lounge and the computer lab. Teachers received staff development in the use of internet and cc:Mail.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.49	3.70
Co-Supporters	2.9	3.14	3.31
Co-Learners	2.6	2.90	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	3.0	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

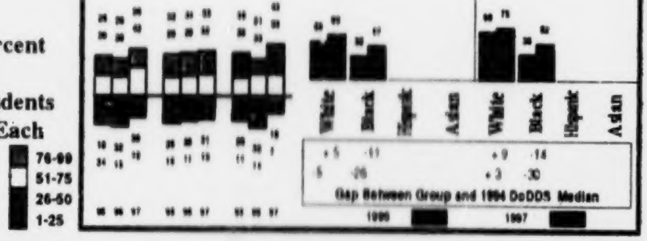
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parents continued to support student activities and used the student agenda for two-way communication with teachers. A new parent room was established for parent volunteers in the media center. 92 volunteers received certificates of appreciation and 24 were honored at a faculty reception for their significant volunteer contributions.

Grade 7

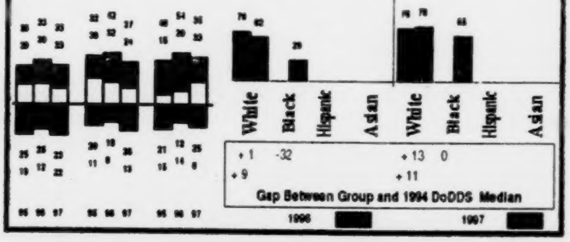
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64.7	64.8	70.5	58.3	66
District	67	66	72.4	56.2	69.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	84	84	84	83	84

Percent of Students in Each



Grade 9

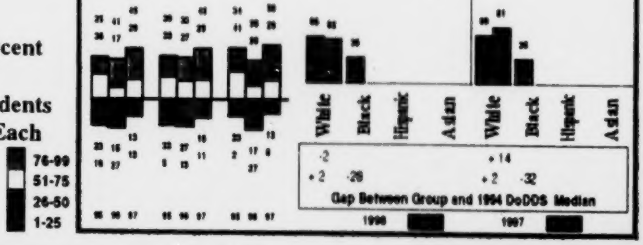
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	55	65	64.8	45.3	69
District	67.8	74.8	79.8	61.9	69.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	88	89	89	87	86



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	71.5	71.7	75	49	66.5
District	68.4	65.4	70.5	60.8	69.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	38	38	38	36	36

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	69%	60%	62%	41%
	97	56%	58%	63%	41%
Math Avg Score	96	481	507	506	508
	97	494	514	505	511
Verbal Avg Score	96	482	524	518	505
	97	494	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Baumholder HS
UNIT 23746
APO AE 09034-0005

DSN Phone: 485-7590/7591
Fax Number: 49-6783-9116
Commercial Phone:
49-6783-5725

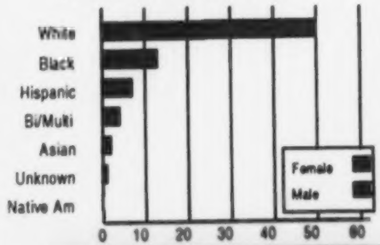
DoDEA Writing Assessment

					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	81	797.1	767.6	48%	17%	27%	6%	1%
8	96	93	787.6	770	24%	42%	28%	7%	0%
8	97	64	698.9	689	33%	45%	16%	5%	2%
10	95	90	790	792.8	17%	41%	32%	10%	0%
10	96	52	818.2	798.9	42%	35%	17%	6%	0%
10	97	44	759.4	711.6	68%	27%	4%	0%	0%

Dexheim, Germany

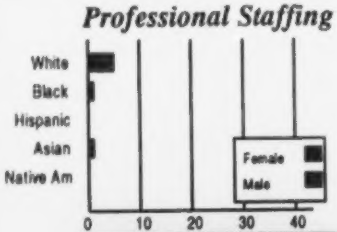
Department of Defense Education Activity
Dexheim Elementary School (K-5)
1996/97 School Profile
Katherine L. Peters, Principal

School Characteristics


Student Enrollment - 77

Grade	#
K	9
1	14
2	18
3	14
4	11
5	11
Total	77

Sponsor Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%


Professional Staffing

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	10	13%
K-8	TAG	58	75%
K-12	ESL	1	1%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	1
7-10	1
> 10	5

Mobility Rate
55% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	0.5
Other Profesionals	1

Teacher Education

Degree	% Teachers
BA/BS	14%
MA/MS	86%
Doctorate	0%

Principal's Highlights

100% of the teachers have received cross-curricular writing with computer training. 82% of the teachers do the Daily Oral Language program, after school writing is offered with emphasis on Young Authors, computer classes emphasizing reading and Lang. Arts.

Increased parent involvement in : PTSA, Parent Volunteer, Parent Office/Room (Set up), Parent Hobby Day, Read-A-Thon (school wide), Field Day, Open House, Math Night, and Parent Tutors. Parent Newsletter and student newsletters keep parents informed. Parents are invited to staff meetings and school-wide in services.

Teachers have participated in technical in service training sessions offered at the DSO.

CTBS scores revealed a marked increased especially at the 5th grade level.

The DODEA School-Home Partnership Self-Evaluation revealed a high degree of Parent trust and co-ownership in the school. All faculty members are involved in the local schools strategic plan and work together.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.....
The staff has established improving student writing proficiency as the priority in this Benchmark. Each classroom teacher implores a variety of strategies to motivate and increase students' ability to write well. Strategies include Daily Oral Language, writers workshop, peer editing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Our focus is in the area of Math. Our goal is to ensure increased students ability to communicate mathematically, through MathLand, daily math logs and journals and, daily tune ups Math Olympiad is open to all children, grades 3-6. We continue to analyze data to determine possible gaps in achievement by ethnicity and/or gender.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
A weekly newsletter goes home to all parents. In addition all teachers regularly communicate with their parents. The SAC, SILT, and PTSA, as well as a Red Cross volunteer program, encourage communication among the school constituencies. Parents are invited to school inservices and to share their hobbies with classes. There is strong community attendance at school programs.

Benchmark 10.8: Establish Technology for teachers and administrators..........
All professional staff has received technology training from DSO staff. The Technology Plan calls for the school to receive a pentium lab, media center computer upgrade, and new admin. computers in the spring of 1998.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.49	3.70
Co-Supporters	4.0	3.14	3.31
Co-Learners	3.9	2.90	3.00
Co-Teachers	3.6	3.22	3.31
Co-Advisors	3.4	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

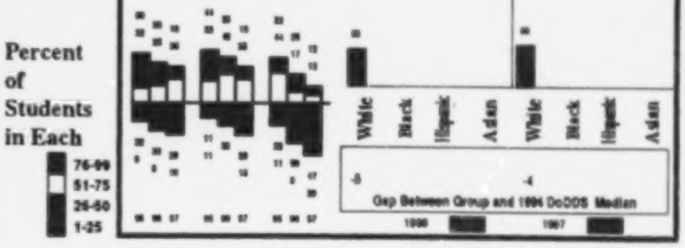
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Overall scores were favorable in the following areas: co-learners, teacher/parent relationship (communication), school/home communication, and the respect teachers have for parents. This information came from the evaluation (5 Tier School Home Partnership Questionnaire). A large number of parents volunteer at our school in various capacities.

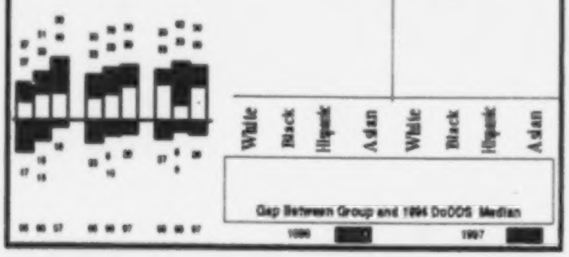
Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	58	54	43	39.8	46
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	17	17	17	17	17



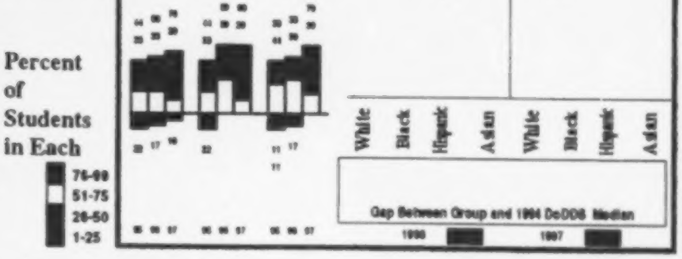
Grade 4

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	78.5	67	67	48.7	76.5
District	68.3	63.4	66.8	58.3	59
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	10	10	10	10	10



Grade 5

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	82.7	79	81	70	85
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	10	10	10	10	10



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Dexheim ES
CMR 406
APO AE 09110-0005

DSN Phone: 334-5876
Fax Number: 49-6133-59932
Commercial Phone:
49-6133-50331

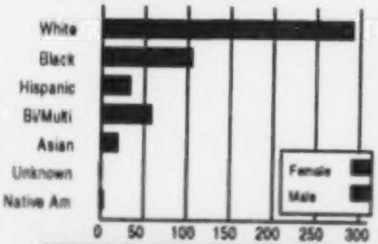
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	97	9	731.2	734.5	22%	56%	11%	11%	0%

Kaiserslautern,
Germany

Department of Defense Education Activity
Kaiserslautern Elementary School (PK-5)
1996/97 School Profile
Lester Hany, Principal

School Characteristics

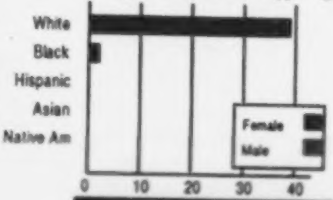
Student Enrollment - 510



Grade	#
PreK	10
K	63
1	107
2	88
3	78
4	83
5	81
Total	510

Sponsor Affiliation	
Marine	<.5%
Army	40%
Navy	<.5%
Air Force	46%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	70	14%
K-8	TAG	85	17%
K-12	ESL	17	3%
1	Reading Recovery	8	7%
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teacher
New	0
1-3	2
4-6	0
7-10	0
> 10	38

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	10
Other Professionals	10.5

Teacher Education

Degree	% Teachers
BA/BS	15%
MA/MS	83%
Doctorate	2%

Principal's Highlights

School Year 96/97 was a very exciting year for us at Kaiserslautern Elementary School. Seven teachers have participated in the CAETI project and have brought the use of computer technology into their classrooms. In addition to classroom computers we have two computer labs -- one Apple -- one Pentium, up and running. The labs are being utilized during the entire school day and by students from all grade levels.

Awards were received by many students at the recent Media Fest -- KES was "Best of Show" K-12. KES is proud to say that every teacher is involved in a SIP process by participating in a Benchmark Committee. The participation of parents on the Benchmark committees has increased and the SILT has been encouraged to use the "personal approach" to involve parents in School Improvement.

Parents continued to be involved in the literature and technology committees. We were also fortunate to have the PTA science committee provide science centers, help with lessons -- materials as well as sponsoring a science fair which involved all grade levels.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Social Studies baseline data collected showed a marked improvement in the area of knowledge of different cultures. KES's action plan incorporated a variety of multi-cultural activities through out the school year culminating in a well received multi-cultural fest. CTBS test percentiles in SS were at the 70% tile or better. Teachers have copies of the SS standards.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Science baseline data collected shows a marked improvement in student's recognizing appropriate technology for scientific investigation. CTBS testing indicated that the Median National Percentile for 3rd grade students at KES is highest in Science at the 78th %tile and the 5th grade scores were above the mean at the 59th %tile.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Extensive training has been provided in the area of communication and computer usage. Teachers have the use of e-mail and cc:Mail as well as use of the internet to help them gather information for their lessons. Computer technology is used to send home newsletters twice-monthly as well as individual classroom newsletters. PTA also has a monthly newsletter.

Benchmark 10.8: Establish Technology for teachers and administrators.

THE PENTIUM LAB IS UP AND RUNNING WITH 30 COMPUTERS AND EVEN A COLOR PRINTER! Computer lab sign-ups indicate school wide usage for all grade levels. Students participated in a nation-wide computer project called "Journey North". Internet research is becoming a tool used by many students. KES computer club meets weekly.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.49	3.70
Co-Supporters	3.1	3.14	3.31
Co-Learners	2.3	2.90	3.00
Co-Teachers	2.8	3.22	3.31
Co-Advisors	2.7	3.10	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

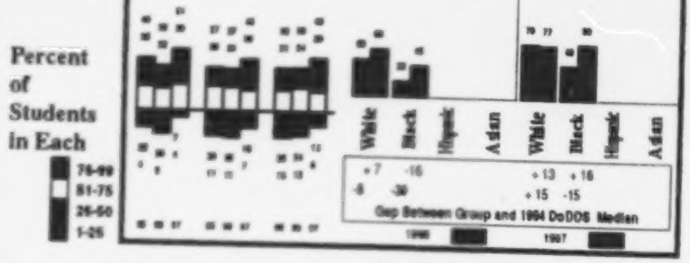
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

The School--Home Partnership has been active in developing a data base for a Speakers Bureau. Parent involvement has increased to incorporate all facets of the multi-tiered School Home Partnership. SHP involvement: Science Centers/Fair, Computer Labs, Chorus, Orchestra, PE Program, Technology Fair, PTA/SAC, presenters, and classroom volunteers.

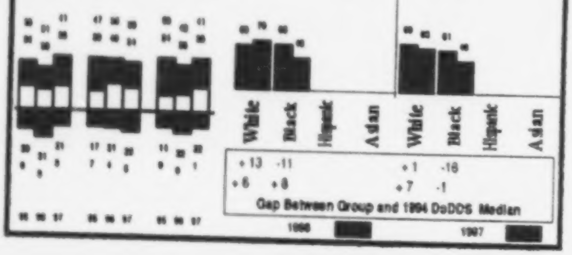
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	76	71	73	61	77.5
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	73	73	73	73	73



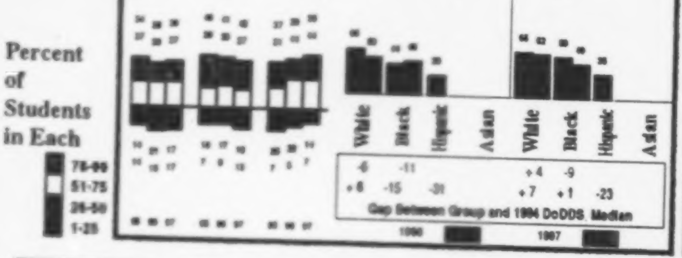
Grade 4

Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
68	61.7	67	58.5	55.7
68.3	63.4	66.8	58.3	59
67.2	63.9	67.5	62.8	62.6
50	50	50	50	50
76	76	76	76	76



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61.4	66	69.3	51	58.8
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	71	71	71	71	71



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
49-631-50611

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	86	715.3	741.1	14%	59%	15%	8%	2%
5	96	70	742.3	741.9	31%	50%	16%	3%	0%
5	97	68	727	734.5	26%	53%	15%	6%	0%

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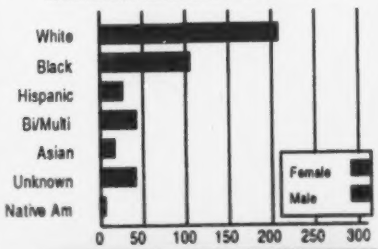
Kaiserslautern, Germany

Department of Defense Education Activity
Kaiserslautern Middle School (6-8)
1996/97 School Profile
Dennis McGuane, Principal

School Characteristics

Student Enrollment - 442



Grade	#
6	152
7	149
8	141
Total	442

Sponsor Affiliation	
Marine	<.5%
Army	49%
Navy	<.5%
Air Force	35%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Special Programs

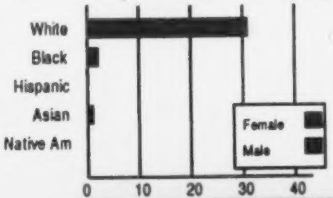
Grade Offered	Program	#	%
PK-12	Special Education	52	12%
K-8	TAG	N/A	N/A
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	23	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	2
4-6	2
7-10	0
> 10	27

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	25
Special Education	4.5
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	18%
MA/MS	79%
Doctorate	3%

Principal's Highlights

Kaiserslautern American Middle School (KAMS) is a student-centered school that focuses on high student achievement, while expecting and promoting the recognition of excellence. The school celebrates learning. KAMS has made tremendous strides over the past two years in our school improvement efforts. Although we are a fairly small school, with a 6th-8th grade student population of only 450 students, due to our commitment to Mid-Level education best practices and a strong student body and staff; we have made substantial progress in the areas of Technology, School-Home Partnerships, and Academic Achievement in both of the curricular areas of Math and Reading.

KAMS is one of a very select group of schools in Europe to have been blessed with a massive influx of funding to better integrate technology into the curriculum. Our second state-of -the-art computer lab is scheduled to open in September 1997. Our school web page, although still under construction, is progressing well. Our students enjoy 24-hour Internet access and the school has established two-way communication with many parents using E-mail.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

We have implemented various ongoing reading strategies that include a Reading Buddies Program with Middle School students reading to Primary Grade Students, Reading improvement classes for students scoring below 40% on CTBS Total Reading, and a home reading program w/ parental involvement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Implementation of the standards is in progress. All math teachers received training in Mathland/Interactive Math. Math inservices for integrating math instruction into content subject areas were postponed from this year until next. KAMS participated in the ARPA/CAETI computer based algebra tutorial and fractal geometry projects. Math Posttests show remarkable improvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

The KAMS web page is under construction and has been posted to provide information about the school and programs. CC: mail is available to all teachers on the staff. Communication is maintained with the monthly newsletter, AFN/KA, team and class letters, and invitations to student performances and awards assemblies. There is an active PTSA, SAC, SILT.

Benchmark 10.8: Establish Technology for teachers and administrators...........

All teachers received training on the Internet and most have received training in MS Word and Power Point. KAMS has been networked with a state of the art LAN with 24-hour access to Internet and email. KAMS participated as a pilot school in an ARPA computer research project and has been selected for the Presidential White House Project.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.49	3.70
Co-Supporters	2.5	3.14	3.31
Co-Learners	2.5	2.90	3.00
Co-Teachers	3.1	3.22	3.31
Co-Advisors	2.4	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

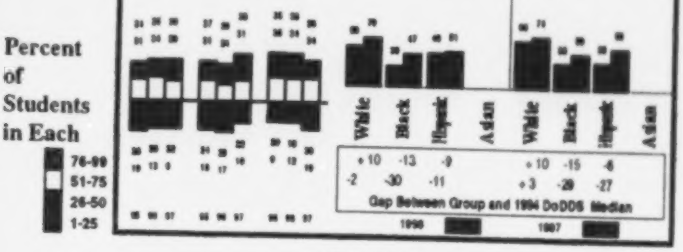
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A School/Home Parent Survey was done in Oct 96 and in Apr 97. Although there was no significant difference in responses to individual items on the survey, there was an increase in the number of returns. There was a 16% return in October and a 53% return in April. This improvement indicates a steady increase in communication and involvement between parents and KAMS.

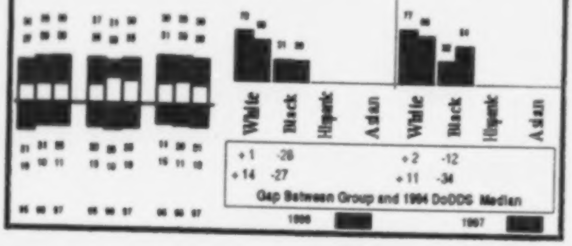
Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	56.8	65.6	56.3	60.7	67.6
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	146	146	145	145	143



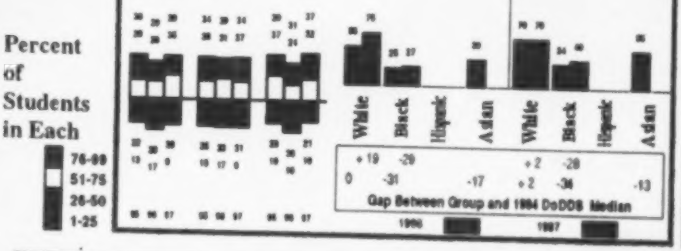
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	62.7	63.5	68	51.6	62.8
District	67	66	72.4	56.2	69.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	122	123	123	123	123



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	61.4	62.2	64	57.5	60.2
District	62.4	65.2	67.7	63.1	64.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	128	128	126	128	127



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	119	767	767.6	38%	19%	27%	15%	1%
8	96	105	785.7	770	20%	49%	26%	6%	0%
8	97	123	686.1	689	25%	46%	18%	11%	1%

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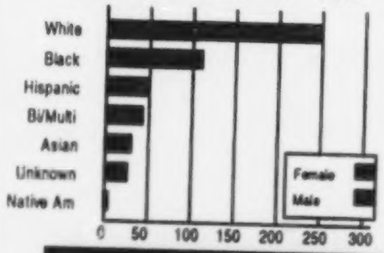
Kaiserslautern, Germany

Department of Defense Education Activity
Kaiserslautern High School (9-12)
1996/97 School Profile
Jerry Ashby, Principal

School Characteristics

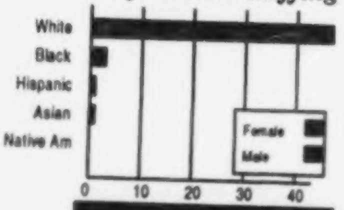
Student Enrollment - 512



Grade	#
9	171
10	133
11	120
12	88
Total	512

Sponsor Affiliation	
Marine	<.5%
Army	43%
Navy	<.5%
Air Force	38%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	50	10%
K-8	TAG	N/A	N/A
K-12	ESL	14	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	32	
AP Courses Offered		7	
Students Taking AP Courses		84	41%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	2
7-10	9
> 10	40

Mobility Rate
25% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	40.5
Special Education	3
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	17%
MA/MS	79%
Doctorate	4%

Principal's Highlights

This year has been marked by an expansion of school-wide initiatives. Writing strategies across curricular areas continue to provide instruction, feedback and opportunity for frequent writing expectations. We have had a state-side presenter visit and work directly with students on developing writing skills and instructional models for teachers. A visiting author shared her experience as a writer. A new student writing club has published its first two magazines. Use of the computer lab to support writing has increased.

Math across the curriculum initiatives continue to evolve. A math contest open to all students has been an effective vehicle to encourage students to become involved in mathematical thinking and to foster student/parent communication about math. The CAETI initiative has brought state-of the-art technology, and with 13 pilot teachers, technology-supported instruction continues to provide opportunities for students. Our selection for the White House Project promises to further enhance these efforts. Parental involvement has increased and a volunteer program planned.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

Process continues to emphasize parent involvement & incorporate technology. Teachers assign writing in the content areas, using a variety of modes; parents are provided guidelines and encouraged to participate in the writing process. Students receive feedback and samples of student writing are publicized. Interested student participate in Young Authors and KAHS Writers Club.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Implementation of math across the curriculum will receive continued emphasis. Several computer pilot programs are being implemented. Teachers and "Learning for Life" speakers highlight the need for math skills in a variety of fields. PTO sponsors the quarterly Math Contests.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

"Good News Notes," provide a vehicle for all teachers to celebrate individual student successes on a regular and ad hoc basis. "Math Matters" and "Hot Tips For Writing" invite parent participation in student learning and communicate specific information to enable their involvement. Telephonic bulletin board keeps parents and students up to date on school activities.

Benchmark 10.8: Establish Technology for teachers and administrators.

All curricular areas are enhanced by the infusion of technology advances to support student success. There is on-going staff development to update skills and increase proficiency. Total school LAN is completed affording internet access that provides intra-school connectivity, inter-school connectivity for the complex, as well as connectivity to the outside world.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.49	3.70
Co-Supporters	2.2	3.14	3.31
Co-Learners	2.3	2.90	3.00
Co-Teachers	2.3	3.22	3.31
Co-Advisors	2.7	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

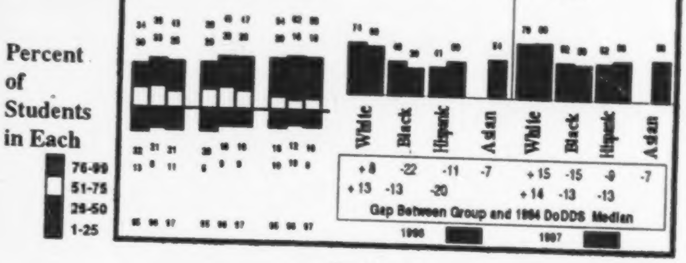
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parent Center has been established. Numerous organizations such as PTO, SAC, Boosters Club, SHP Key Communicators, etc. provide input on school decisions. Surveys were conducted to assess school-home partnership needs. Events such as Parent Conference Day, Open House, and AVID Parent Meetings also provide an opportunity for parent involvement.

Grade 9

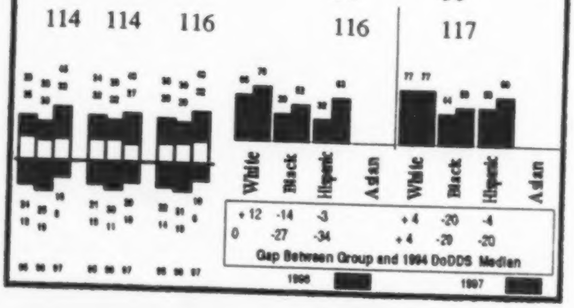
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.7	70.7	81	56.3	68.2
District	67.8	74.8	79.8	61.9	69.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	139	140	139	140	139



Grade 10

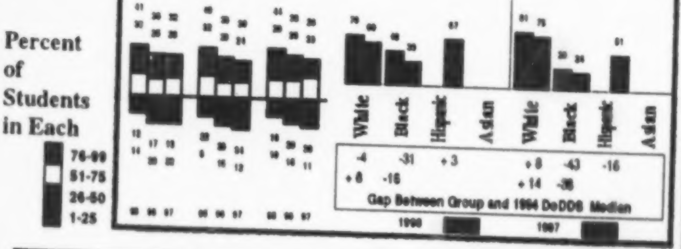
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.6	70.7	70.3	69.5	64.7
District	73.4	72.4	73.4	69.2	69
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	114	114	116	116	117



Grade 11

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.2	52	59	56.7	61.7
District	68.4	65.4	70.5	60.8	69.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	98	93	97	97	96



SAT Results		School	District	DoDDS	Nation
% Participating	96	58%	60%	62%	41%
	97	58%	58%	63%	41%
Math Avg Score	96	507	507	506	508
	97	496	514	505	511
Verbal Avg Score	96	523	524	518	505
	97	506	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

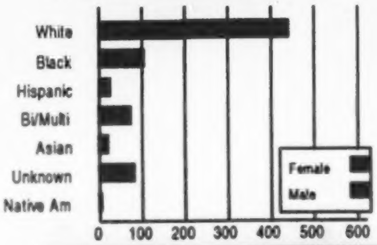
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	138	767.9	792.8	15%	30%	35%	19%	1%
10	96	122	769.3	798.9	13%	38%	42%	7%	0%
10	97	121	709.2	711.6	38%	39%	20%	2%	1%

Landstuhl, Germany

Department of Defense Education Activity
Landstuhl Elementary/Middle School (PK-8)
1996/97 School Profile
Jennifer L. Rowland, Principal

School Characteristics

Student Enrollment - 755



Grade	#
PreK	20
K	74
1	91
2	95
3	81
4	89
5	77
6	89
7'	77
8	62
Total	755

Sponsor Affiliation	
Marine	<.5%
Army	45%
Navy	<.5%
Air Force	46%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Special Programs

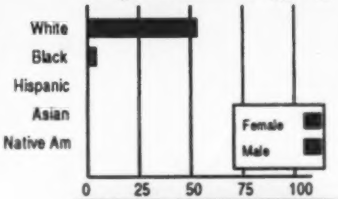
Grade Offered	Program	#	%
PK-12	Special Education	99	13%
K-8	TAG	755	100%
K-12	ESL	32	4%
1	Reading Recovery	24	13%
7-12	AVID	13	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	5
> 10	34

Mobility Rate
27% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	33.5
Special Education	6
Other Professionals	12

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	72%
Doctorate	2%

Principal's Highlights

LEMS had a site visit from NCA and received accreditation.

Parent and military tutors have been trained to focus on improving the reading and math achievement of low performing students. Early indicators are that students and tutors are enthusiastic with the program. Teachers report that student skills as well as their confidence increased as a result of their involvement with the tutors. Students, teachers, and tutors use new software to support the adopted math program.

Reading is emphasized as a priority school-wide through such programs as "Book-It", Battle of the Books, and "Young Authors".

The military command supports parent involvement by providing release time for volunteers, the use of technology to sustain the enlistment of parents, and a strong military liaison to complement the SILT. Parent training sessions have been offered at the new Parent Center in both math and reading activities for parents and tutors.

A math performance test for grades 4, 6, and 8 was devised to reflect math standards based instruction. Preliminary student affective and performance baseline data have been collected for math and reading. Plans have been formulated for performance assessment for SY 97-98.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies.

The reading achievement as measured by the results of the 96 CTBS is higher than the national percentile. Student surveys indicate that a majority of students consider themselves good readers and like to read. CIRC is fully implemented in grades three to five. The school uses a variety of reading and motivational strategies to improve and encourage reading.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Curriculum embedded assessment has been developed for grades 4, 6, and 8. Results show decrease in students scoring in the bottom quartile. Low performing students have been identified and tutoring program initiated. The interventions focus on problem solving strategies, using manipulatives to develop mathematical concepts, and communicating mathematical thinking.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The parents, military community, and faculty members are active stakeholders in the SIP. The dedicated military liasion provides updated school information to the military community through electronic mail. The communication between the school, SILT, staff, community, and students flows respectfully and freely, vertically as well as horizontally.

Benchmark 10.8: Establish Technology for teachers and administrators.

Students and teachers have access to the Pentium and Apple Lab. A classroom position was identified as a dedicated computer teacher. Students receive a minimum of 40 minutes computer instruction/week. While students work in the lab, their classroom teachers work and plan with the current technology. The media center has 8 computers. After school computer clubs enrich this program.

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Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.49	3.70
Co-Supporters	3.6	3.14	3.31
Co-Learners	3.0	2.90	3.00
Co-Teachers	3.6	3.22	3.31
Co-Advisors	3.0	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

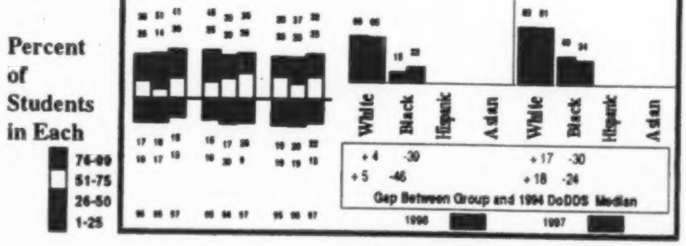
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

The military supports and publishes SIP activities, provides release time for tutors, selects a military liasion for the SILT and provides technology support to the school and students. There has been an increase in parental involvement in the SIP process. Nearly 200 parents work in partnership with teachers in instruction and fund raisers, and serve as tutors, guest speakers, and volunteers.

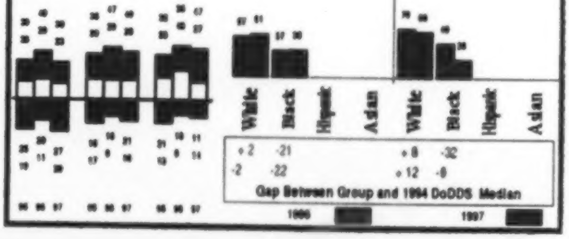
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.3	61	61.2	60.6	75.8
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	82	82	82	82	82



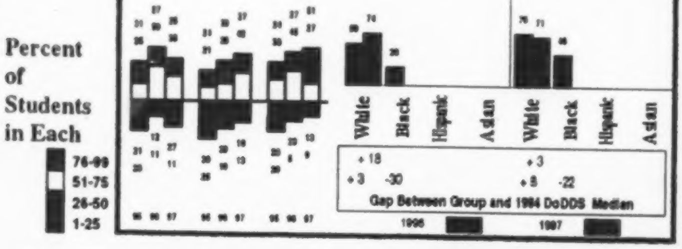
Grade 5

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54	70	71	49	59.7
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	70	70	70	70	70



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.7	65.7	75.3	66	67.7
District	62.4	65.2	67.7	63.1	64.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	55	55	55	55	55



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

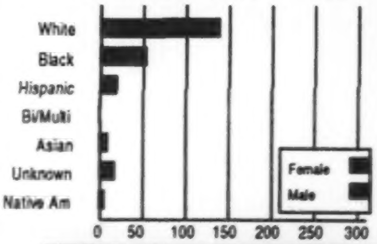
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	92	747.4	741.1	16%	61%	13%	10%	0%
5	96	82	732.6	741.9	40%	43%	12%	1%	1%
5	97	67	720.6	734.5	22%	66%	6%	3%	3%
8	95	82	635	767.6	28%	12%	34%	7%	4%
8	96	52	799.1	770	27%	52%	17%	4%	0%
8	97	52	709.5	689	40%	46%	10%	2%	2%

Neubruecke, Germany

Department of Defense Education Activity
Neubruecke Elementary School (K-6)
1996/97 School Profile
Margaret Hoffman, Principal

School Characteristics

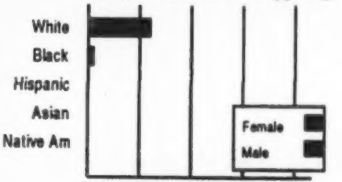
Student Enrollment - 239



Grade	#
K	47
1	38
2	36
3	34
4	26
5	28
6	29
Total	239

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	24	10%
K-8	TAG	31	13%
K-12	ESL	4	2%
1	Reading Recovery	9	24%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teachers
New	0
1-3	3
4-6	1
7-10	3
> 10	1

Mobility Rate
56% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	10
Special Education	1
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	46%
MA/MS	54%
Doctorate	0%

Principal's Highlights

I am pleased that we have the DoDEA Strategic Plan, our School Improvement Plan and our Action Plans. The specificity of the plan with the teacher autonomy to agree on action plans has provided ownership and determination to improve instruction for children.

The focus we have collectively agreed upon in our Action Plans has produced remarkable results during this school year. Our gains in reading scores and success of students is remarkable. We made significant progress toward meeting the goals of the year 2000 by moving children into higher quartiles. With the exception of the bottom quartile of the 5th grade, we reached the expectations of the DoDEA Strategic Plan.

Our math scores improved for all students in general. Our children made significant movement out of the bottom quartile in all grade levels. Additionally, the narrowing of the gap between whites and minorities improved in that minority children significantly moved from the bottom quartile. The gap was narrowed and improved in all quartiles of the sixth grade. Great narrowing was also shown in the bottom two quartiles of third grade. Fifth grade narrowed the gap and the number of children in the bottom quartile.

Our SHP group evaluation evidenced high marks in all dimensions of the model.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....

89% participation in Accelerated Reader program in 3rd quarter as compared to 62% last year. 71.3% of 1-6 grades met mastery on the Basal tests at mid term compared to 66.2% last year. CTBS test scores indicated that except for the 5th grade bottom quartile, students reached the year 2000 goals. There was an increase in the upper quartiles and a decrease in the bottom quartiles.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Grades 1 - 6 completed a pre and post test in math computation. Results we found a 11.9% school wide growth in computation skills. Pretest gap between cat E and C was 6.6%. Posttest gap was 5.3% thus the gap was narrowed by 20%. CTBS results showed a remarkable decrease in all grades' bottom quartiles. Additionally the gap between white and minorities was narrowed.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

There were two "Lunch and Learn" sessions held this year. PTSO meetings were attended by 50 to 180 adults. Teachers sent class newsletters at least once per quarter. School newsletters were sent weekly with only a few exceptions. Terra Nova information session held for parents. The SHP survey rated our school high in this area.

Benchmark 10.8: Establish Technology for teachers and administrators...........

The new multi-media LANed lab was installed and teachers inserviced on the MathLand programs on June 5. All classrooms have a multi-media computer. Primary classes have at least 5 Apples LANed. Upper grades have at least 1 Apple and 3 IBMs. 30% of grades 4-6 were trained on video production. 50% of grades 1-6 are involved with news show productions.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.49	3.70
Co-Supporters	3.9	3.14	3.31
Co-Learners	3.4	2.90	3.00
Co-Teachers	4.0	3.22	3.31
Co-Advisors	3.4	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

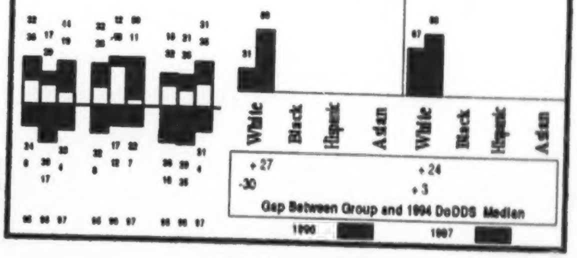
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parent involvement focused on activities that supported the curriculum. Parent leaders have accepted total responsibility for the Accelerated Reader program. Parents also participated in setting up the wiring for the computer lab and classrooms. Over 75% of NES families participated in Family Math Night. PTSO attendance ranged from 50 to 180 adults. 3247 volunteer hours recorded.

Grade 3

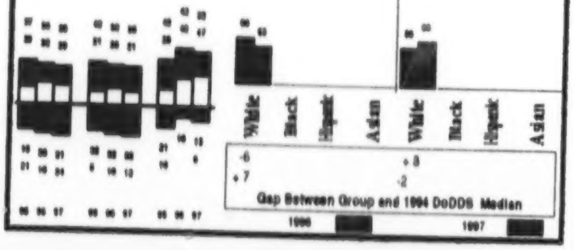
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67	80.8	63.3	78	85.3
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	27	27	26	27	26

Percent of Students in Each



Grade 5

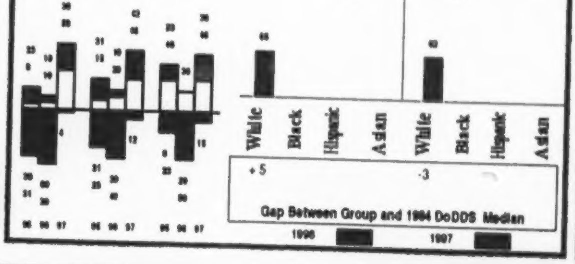
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	63.5	66	43	56.5
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	34	34	34	34	34



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.5	71.7	69	64	64.5
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	26	26	26	26	26

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Neubruecke ES
UNIT 23825
APO AE 09034-0005

DSN Phone: 485-7720
Fax Number: 49-6782-40852
Commercial Phone:
49-6782-5484

DoDEA Writing Assessment

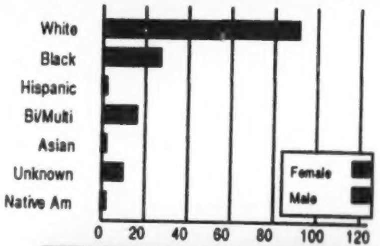
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Percent at Each Performance Level Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	21	726.8	741.1	24%	33%	19%	24%	0%
5	96	18	748.7	741.9	28%	61%	11%	0%	0%
5	97	28	763.5	734.5	43%	54%	4%	0%	0%

Pirmasens, Germany

Department of Defense Education Activity
Pirmasens Elementary School (PK-6)
1996/97 School Profile
Richard Nielsen, Principal

School Characteristics

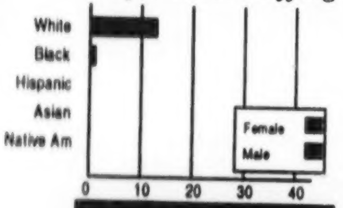
Student Enrollment - 150



Grade	#
PreK	5
K	23
1	26
2	24
3	15
4	17
5	17
6	23
Total	150

Sponsor Affiliation	
Marine	<.5%
Army	64%
Navy	<.5%
Air Force	30%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	13	9%
K-8	TAG	N/A	N/A
K-12	ESL	4	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
>10	

Mobility Rate
N/A

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	0.5
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

No data available

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

No data available

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

No data available

Benchmark 10.8: Establish Technology for teachers and administrators

No data available

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.49	3.70
Co-Supporters	3.3	3.14	3.31
Co-Learners	3.0	2.90	3.00
Co-Teachers	3.2	3.22	3.31
Co-Advisors	3.2	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

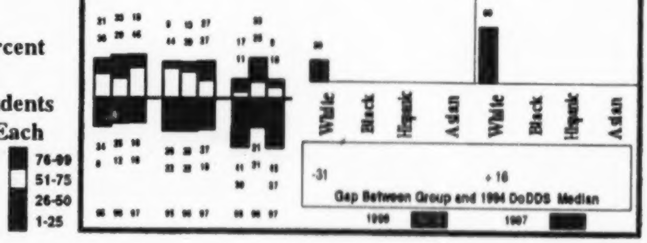
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Grade 3

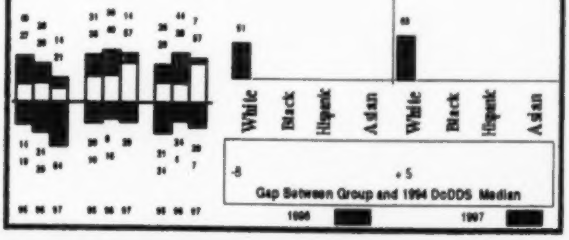
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61	52	41	45	49
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	11	11	11	11	11

Percent of Students in Each



Grade 5

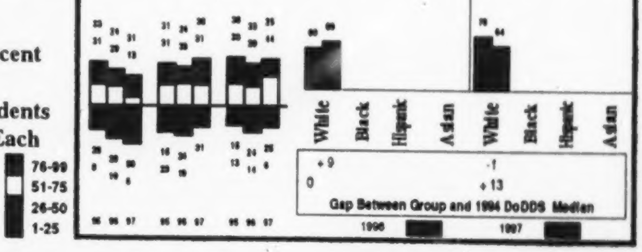
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	42	60.3	51.7	43	68.5
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	14	14	14	14	14



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	48.5	65	61	69	63.7
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	16	16	16	16	16

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pirmasens ES

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	31	687.3	741.1	3%	45%	19%	32%	0%
5	96	25	729.2	741.9	20%	60%	16%	4%	0%
5	97	14	756.4	734.5	29%	64%	7%	0%	0%
8	95	26	768.7	767.6	42%	23%	19%	12%	0%

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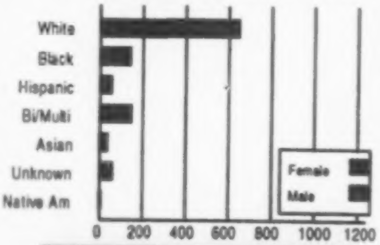
Ramstein, Germany

Department of Defense Education Activity
Ramstein Elementary School (PK-3)
1996/97 School Profile
Lee Hunt, Principal

School Characteristics

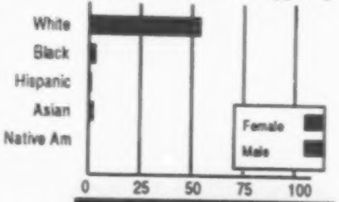
Student Enrollment - 1,093



Grade	#
PreK	23
K	248
1	295
2	274
3	253
Total	1093

Sponsor Affiliation	
Marine	<.5%
Army	11%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	99	9%
K-8	TAG	212	20%
K-12	ESL	33	3%
1	Reading Recovery	40	14%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	10
7-10	11
> 10	40

Mobility Rate
44% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	6
Other Professionals	14.5

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

Ramstein ES has benchmark committees that have involved faculty members with the Strategic Plan and heightened their awareness of the goals for school improvement. The school's focus on these important areas has included involvement of students, staff, parents, and community members. Inservices, workshops, meetings, and special parent activities have been held throughout the year to implement the action plan. The school's technology has been used to train students and staff in computer processes. Parental involvement in the school has been excellent. Parents perceive that they are welcomed in the school, and that students are receiving a quality education.

Assessment results reveal that students are making good progress in the targeted areas of reading and math. Specific gains have been noted in achievement pertaining to gaps in minority test results. The gap in standardized test scores in math and science between black and white students has been eliminated based on the DoDEA 1994 baseline data and spring testing for the third grade target group. Staff participation in the school improvement process has enabled school benchmark committees to make progress in achieving the goals of the school's action plan. As a result of all of this work, the school passed its NCA visitation and received accreditation.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Reading achievement remains a high priority at RES. Spring assessment indicated that 75% of RES students scored at or above grade level. Because SY 97/98 is a transitional year for implementation of a new reading program, the school plans to pre and post test students to identify those students who need additional support. New data will direct the focus of future instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Assessment findings this spring indicated that the school is well on its way to raising the high scores by 10% and lowering the low scores 10%. Next year, a pre and post test will be used to identify students that need additional support. The school plans to inservice staff on the use of assessment rubics, and how to use the results to sharpen instruction.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The SILT team was functioning well at the start of the school year and met throughout it on a regular basis. School committees, which were restructured this year as benchmark committees, have been helpful in focusing the direction of the action plan. The SILT has assisted in communicating the school's action plan to parents and the community.

Benchmark 10.8: Establish Technology for teachers and administrators

We have two active computer labs, one of which is a Pentium lab staffed by a qualified specialist. Inservices were provided for teachers during the school day to further computer knowledge. This was supported by the DSO office. Other computers were added to the school's media center and admin office. The computer lab is now "Internet ready."

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.49	3.70
Co-Supporters	3.4	3.14	3.31
Co-Learners	3.0	2.90	3.00
Co-Teachers	3.9	3.22	3.31
Co-Advisors	3.4	3.10	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

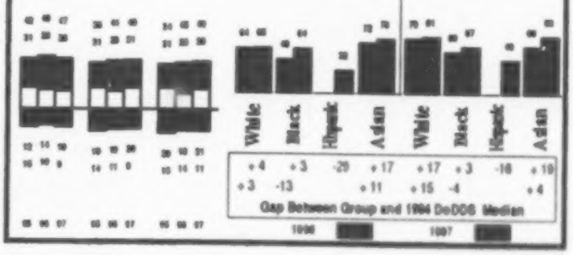
RES volunteer programs continue to be very strong. Parents were consistently involved in PESO, SAC, SHP, parent conferences, and working in classrooms. The military community supports RES through the 86th Logistical Support Group. Next year, the school will focus on Tiers 4 & 5 (Co-teacher/advocates) of the SHP.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72.4	66.7	70.2	62.6	75.8
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	258	256	257	259	260

Percent of Students in Each

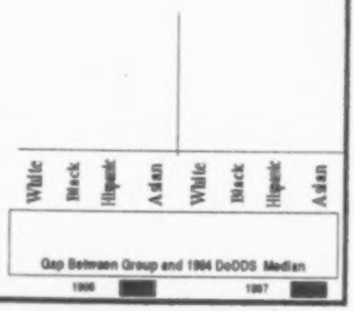
76-99
51-75
26-50
1-25



Benchmark 3.1 Read Lang Soc Stdy

Benchmark 4.2 Math Science

NOT APPLICABLE



1997 Median Percentiles for: School
District
DoDDS
Nation
# Students

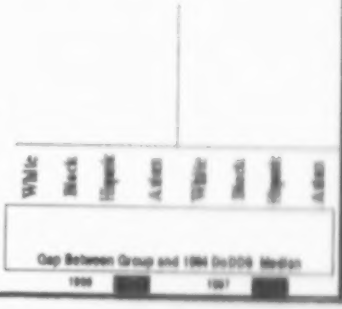
Percent of Students in Each

76-99
51-75
26-50
1-25

Benchmark 3.1 Read Lang Soc Stdy

Benchmark 4.2 Math Science

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ramstein ES
86 SPTG/CCSE-R
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APO AE 09094-0005
DSN Phone: 480-6021/7122
Fax Number: 49-6371-44886
Commercial Phone:
49-6371-42530/43783

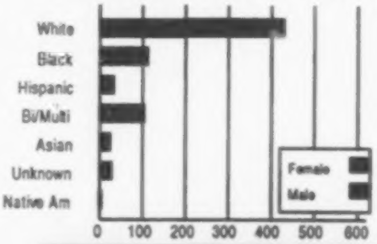
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					

Ramstein, Germany

Department of Defense Education Activity
Ramstein Intermediate School (4-6)
1996/97 School Profile
Judith A. Mayo, Principal

School Characteristics

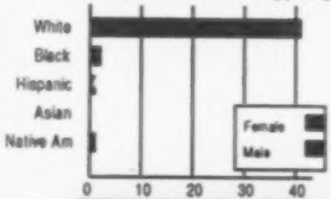
Student Enrollment - 735



[illegible]	[illegible]
4	249
5	235
6	251
Total	735

Sponsor Affiliation	
Marine	<.5%
Army	11%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	92	13%
K-8	TAG	86	12%
K-12	ESL	9	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	4
> 10	46

Mobility Rate
31% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	32
Special Education	6
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

Ramstein I.S. strives to enhance student abilities in academics, and promote self-esteem by providing a challenging learning environment for all our grade 4-6 students.

Our major academic goals for SY 96-97 were the continued focus on improving student writing, science skills and the continued integration of technology throughout all curricular areas of the school.

Emphasis is placed upon teaching students' keyboarding skills and using these skills to improve student writing and word processing. The school has maintained two Lanned computer labs and has designed a web site which includes the RIS SIP Action Plan and examples of student work.

Students with special needs are provided with many opportunities to succeed. There are six inclusion classes, as well as staff to assist students with ESL, Reading, psychological testing and enrichment needs.

Working closely with supportive parent organizations, the school has expanded opportunities for students to participate in special activities. Our PTO, SAC and MILCOM support unit have worked closely with school staff to focus on a partnership known as
SHARE: School & Home are Responsible for Education which provides RIS students with a positive learning environment.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Emphasis was placed on writing across the curriculum by utilizing the writing process. This emphasis will be continued for the next school year. Training to utilize holistic scoring and rubrics was provided and used for the evaluation of a pre- and post- assessment writing prompt for all students in grades four, five and six.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The RIS staff is designing a curriculum embedded performance assessment by grade level which is aligned with the National Science Standards. An affective attitudinal survey was administered to students which revealed no significant gender gap. Post-test results indicated a positive attitude toward "hands-on" science education by students in all three grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Continued effective communication was practiced. Local MILCOM newspaper coverage and television coverage added to the communities awareness of RIS activities. SILT benchmarks & indicators of success were reported to parents throughout the year to delineate progress toward school improvement. RIS newsletters, handbooks, bulletins were effective communication tools.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology has been integrated into all facets of the curriculum. Students use cc:Mail and INTERNET to complete integrated class projects. Keyboarding was taught at all grade levels. A school web site was established which contained the action plan, staff & student profiles and student work. Students won awards at the KDSO technology festival.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.1	3.49	3.70
Co-Supporters	4.0	3.14	3.31
Co-Learners	3.2	2.90	3.00
Co-Teachers	3.9	3.22	3.31
Co-Advisors	3.9	3.10	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

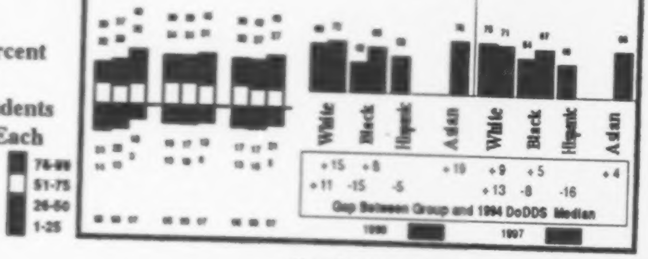
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A strong, effective PTO was established with a measurable increase in the number of volunteers participating. A viable, well-attended SAC organization functioned effectively. The MILCOM partner unit continued to support RIS programs. New students & parents were welcomed to the school by the newly initiated "walk-about" greeter program. A parent survey was administered.

Grade 4

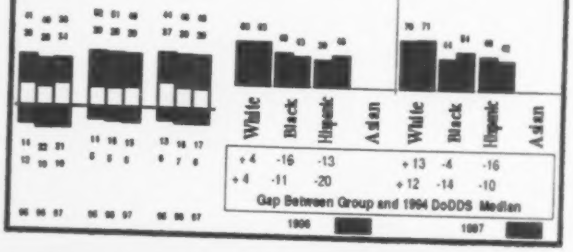
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74.5	72.4	73.5	70.8	70.4
District	68.3	63.4	66.8	58.3	59
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	233	233	233	232	233

Percent of Students in Each



Grade 5

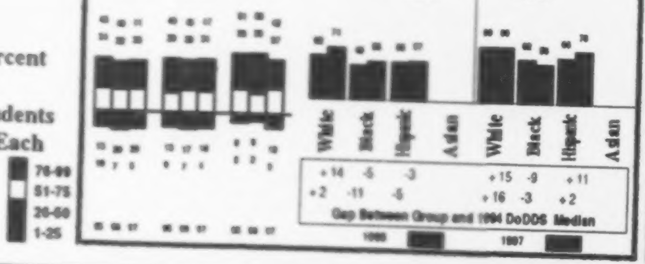
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.7	74.7	74.9	59.7	64.5
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	228	226	227	226	228



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70	74.4	72.5	69.8	75.1
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	230	230	227	230	230

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Fax Number: 49-6371-51238
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49-6371-42606

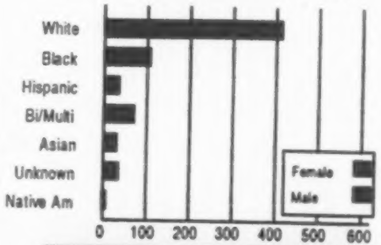
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						
5	95	261	753.9	741.1	21%	60%	12%	7%	0%	
5	96	254	752.1	741.9	33%	54%	11%	2%	0%	
5	97	230	740.1	734.5	38%	52%	5%	3%	2%	

Ramstein, Germany

Department of Defense Education Activity
Ramstein Junior High School (7-9)
1996/97 School Profile
Jacqueline Yardley, Principal

School Characteristics

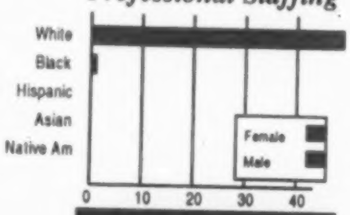
Student Enrollment - 700



Grade	#
7	215
8	207
9	278
Total	700

Sponsor Affiliation	
Marine	<.5%
Army	12%
Navy	<.5%
Air Force	74%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	63	9%
K-8	TAG	700	100%
K-12	ESL	4	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	34	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	51

Mobility Rate
31% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	40.5
Special Education	4
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	74%
Doctorate	4%

Principal's Highlights

RJHS is unique in that the enrollment is composed of 7th, 8th and 9th graders, the only school in DoDEA to retain this configuration. The implementation of a block schedule has enhanced the delivery of instruction in all curricular areas. A key segment is the seminar period, which allows for greater personal involvement between staff and students. The school provides students with a foundation in the humanities, math, science, English, social studies, and three foreign languages. In addition to the core curriculum, computer, art, technical business, physical education, health, home economics, music (instrumental and vocal),extra-curricular activities and enrichment opportunities make the instructional offerings varied and extraordinary for a junior high school.

Communication between school and home has been expanded through the bi-weekly newsletter, which features a section acknowledging student achievement. The expanded communication has resulted in greater parental involvement in decision-making and as partners in learning. Strategies incorporating math concepts across the curriculum are increasingly being explored, with the math teachers acting as resources for the entire faculty. An increase in the number and quality of writing products is noted as writing strategies continue to be incorporated in instruction throughout the curriculum.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies

Vocabulary building has been a focus of instruction. Curriculum specific vocabulary has been selected by each department. Twenty percent of the population was pretested in the Autumn. Semester and end of year posttests registered increases in achievement. 20% of the students participated in the School/Home Reading program this year, an increase of 15%, our goal.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

In a survey given in Feb., a large majority of students indicated a high degree of satisfaction with the level of math instruction they are receiving. This finding proved consistent throughout ethnic, gender and grade categories. Math teachers have incorporated cooperative learning and hands on materials in their classes. At-risk students have been identified and are being tutored in seminar.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The block schedule has been overwhelmingly approved by students, parents and staff. Students have taken advantage of the seminar period Students use organizers/planners as part of their class requirements. These have helped raise the level of student responsibility. In an effort to continue this trend, students will be issued a single binder for use in all classes next year.

Benchmark 10.8: Establish Technology for teachers and administrators.

Fiber optic cable is in the school as we are the hub for the school complex for Internet activity. The Media Center will have a fully operative INTERNET lab by the beginning of SY 97-98. Two other labs will also be connected to the INTERNET in SY 97/98. The writing lab was discontinued this year due to equipment deficiencies. 98% of teachers use cc:mail consistently.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	3.49	3.70
Co-Supporters	2.6	3.14	3.31
Co-Learners	2.8	2.90	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	3.0	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

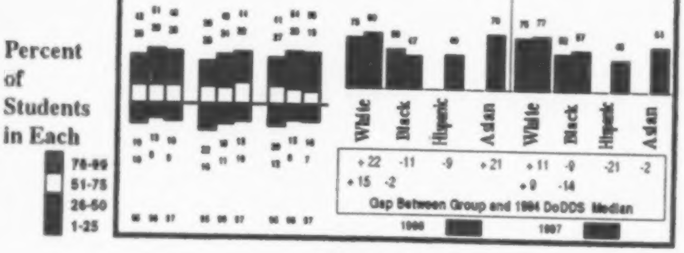
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parent newsletter is issued bi-weekly. A section celebrating student successes has been incorporated. It is immensely popular with both parents and students. Parental participation in classroom activities on a routine basis has increased markedly. Student agendas were issued to all students by the school. They have helped with home/school communication.

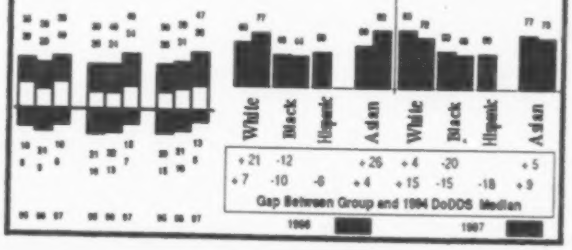
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73.7	69.6	77.6	69.9	75
District	67	66	72.4	56.2	69.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	199	199	199	199	199



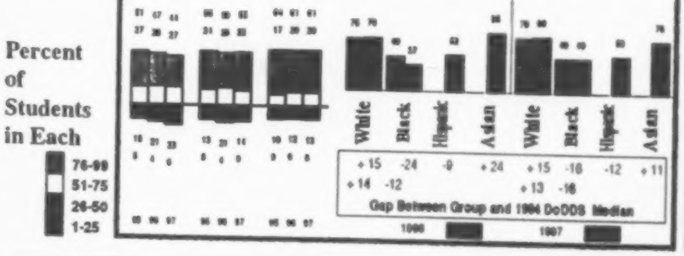
Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	67.5	70.7	74	73.3	70.9
District	62.4	65.2	67.7	63.1	64.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	200	200	200	200	200



Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70.6	79.1	83.4	69.7	73.1
District	67.8	74.3	79.8	61.9	69.8
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	250	250	249	250	249



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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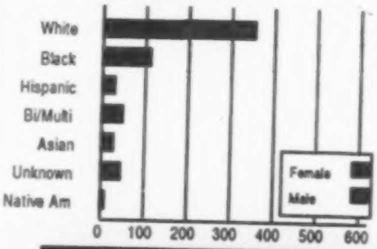
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	217	789.3	767.6	48%	15%	29%	7%	1%
8	96	201	782.9	770	25%	37%	32%	5%	1%

Ramstein, Germany

Department of Defense Education Activity
Ramstein High School (10-12)
1996/97 School Profile
William Diesselhorst, Principal

School Characteristics

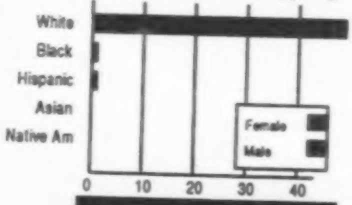
Student Enrollment - 608



Grade	#
10	241
11	198
12	169
Total	608

Sponsor Affiliation	
Marine	<.5%
Army	16%
Navy	<.5%
Air Force	63%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	20%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	40	6%
K-8	TAG	N/A	N/A
K-12	ESL	5	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	34	
AP Courses Offered		10	
Students Taking AP Courses		173	47%

Teacher Experience

Years	Teachers
New	0
1-3	5
4-6	2
7-10	5
> 10	43

Mobility Rate
19% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	42.5
Special Education	3
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	75%
Doctorate	0%

Principal's Highlights

Strategic plan benchmark committees are the driving force for the RHS SIP activities this year. More parent and student involvement is apparent, the Student Council reviewed, discussed and helped revise the Mission Statement. A major school improvement strength in the RHS is the SILT comprised of teachers from all disciplines with focus on school improvement of the total staff results in greater success for our students and educational program. More than 188 AP exams were taken in May and over 70% of our graduates continue on to college. All special education students are enrolled in the inclusion model and a full counseling support system is available to students, parents and staff. The AVID program of 39 students exemplifies the belief at RHS that all students can achieve academic excellence.

A smooth transition to block scheduling has been realized and positive changes in the school achieved. Improved parent volunteer efforts are aided by Family Support staff to structure and implement a better system which provides expectations, goals and recognition. Schoolwide initiatives (i.e., school/family Thanksgiving Buffet) are planned and coordinated by RHS Student Council, AFJROTC, NGS, and other organizations. Student recognition grows through increased parent and teacher involvement.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Written and oral communication strategies aid RHS students as they continue to excel in these areas. Performance is demonstrated in our achievement in the DoDDS Writing Assessment and local performance in these areas. Rubrics have been developed to help students and teachers meet these goals. Activities span the school curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Students are involved in math practice sessions via student broadcasting where the focus is on practical problem solving in real-life situations. Currently, more than 90% of the students are enrolled in math classes. The 4.2 science goal to increase the awareness of and use of technology is being realized as students learn where and how applications are appropriate through classroom activities.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

School-Home Partnership efforts include community involvement of the Family Support staff with faculty to develop a more formal volunteer program within our school. This effort will result in firm goals and expectations for volunteer parents and teachers and a vehicle for recognizing their efforts.

Benchmark 10.8: Establish Technology for teachers and administrators

The parent newsletter provides constant communication with parents and the community. Through military support, telephones have been installed in most teachers classrooms to facilitate increased parental contact/accessibility. The spring field house registration process allows students/parents the opportunity to make course selections through positive interaction with the teachers/staff.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.49	3.70
Co-Supporters	4.0	3.14	3.31
Co-Learners	4.0	2.90	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	3.0	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

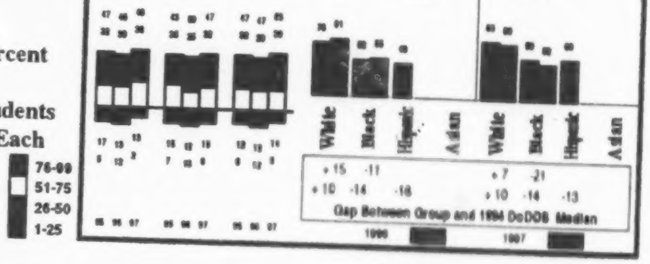
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Recognition "blue" cards (sent by teachers) increased parental awareness of the positive actions of RHS students. Town hall meetings and an open-door policy allowed parents to get involved and command/community contacts (SAC) provide access to resources needed throughout the school. Teaching staff continues to develop meaningful opportunities for parental involvement.

Grade 10

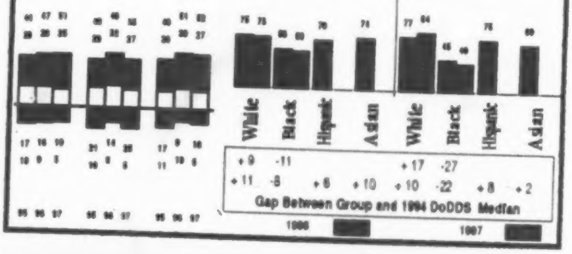
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74.5	74	76.8	73.3	72.4
District	73.4	72.4	73.4	69.2	69
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	216	216	215	215	216

Percent of Students in Each



Grade 11

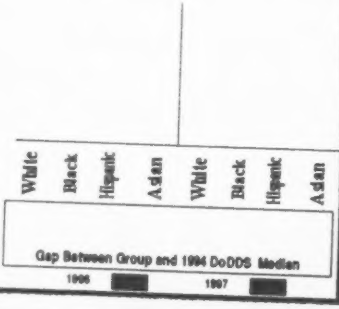
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77	67.8	76.4	69.6	73
District	68.4	65.4	70.5	60.8	69.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	150	150	151	148	151



1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	60%	60%	62%	41%
	97	62%	58%	63%	41%
Math Avg Score	96	517	507	508	508
	97	536	514	505	511
Verbal Avg Score	96	537	524	518	505
	97	540	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

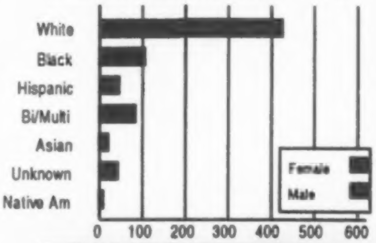
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	217	835.1	792.8	43%	39%	15%	2%	1%
10	96	223	825.8	798.9	39%	45%	13%	3%	0%
10	97	209	729.9	711.6	54%	32%	12%	1%	2%

Sembach, Germany

Department of Defense Education Activity
Sembach Elementary/Middle School (K-8)
1996/97 School Profile
Georgia Williams-Fitzpatrick, Principal

School Characteristics

Student Enrollment - 733



Grade	#
K	80
1	83
2	91
3	108
4	82
5	76
6	70
7	84
8	55
Total	733

Sponsor Affiliation	
Marine	<.5%
Army	26%
Navy	<.5%
Air Force	69%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

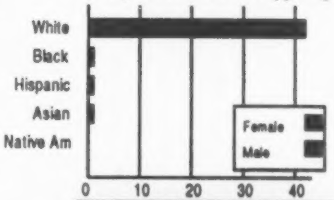
Grade Offered	Program	#	%
PK-12	Special Education	77	11%
K-8	TAG	150	21%
K-12	ESL	32	4%
1	Reading Recovery	8	10%
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	2
7-10	3
> 10	42

Mobility Rate
29% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	29.5
Special Education	4
Other Professionals	8.5

Teacher Education

Degree	% Teachers
BA/BS	37%
MA/MS	63%
Doctorate	0%

Principal's Highlights

Sembach Elementary/Middle School is in its second year as a K-8 school. The school is located approximately 20 kilometers north of Kaiserslautern, Germany in the Rheinland Pfalz.

School Home Partnership was a major focus this year. We have seen a dramatic increase in involvement of parents, especially at the middle grades level. The faculty has created many more opportunities for parents to participate in support of instruction.

A major step in improving instruction has been inspired by the continuing discussion of implementing standards. Staff development in using rubrics has provided new insights into the use of assessment data. Most of our SIP data now comes from curriculum embedded authentic assessment tools which have been developed at each grade level to focus instruction.

Finally, our focus on the "at-risk" students have resulted in many new opportunities for their success. A variety of interventions have been created to eliminate the gap, an area in which we have made noticeable progress.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

Training sessions focused on the use of rubrics in creating authentic assessment instruments in writing. Student gain was positive moving from average (May 96) of 2.45 to (May 97) 2.82 on a 4 point scale (holistic scoring). Pre and Post writing assessments will be used starting fall 97 to provide better information on individual students. All students received computer instruction.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

CTBS 94 data indicate a gap for middle level Code C students. Curriculum embedded assessment and compiled "at-risk" data indicate improvement across ethnic group populations. Math rubric scores for group A: 2.6, B: 2.94, C: 2.72, D: 2.67, and E: 2.94 (4 pt. scale) are in acceptable range. Overall scores increased minimally from average 2.82 (5/96) to 2.86 (5/97) on 4 pt scale.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All staff members report regular correspondence to constituencies. Expectations are clarified through rubrics communicated by newsletters, PTO, and SAC presentations. Grade level flyers are being prepared for community. Community organization "Partners" are helping with technical assistance to create electronic communication through a school HOME PAGE connection.

Benchmark 10.8: Establish Technology for teachers and administrators.

Media Center targeted for 250 card LAN. Received Pentium Lab to be installed when furniture arrives. Internet connection available through media center. Technology plan being developed with technical assistance from parent and Communications Squadron volunteers.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.49	3.70
Co-Supporters	3.0	3.14	3.31
Co-Learners	2.6	2.90	3.00
Co-Teachers	2.7	3.22	3.31
Co-Advisors	2.6	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

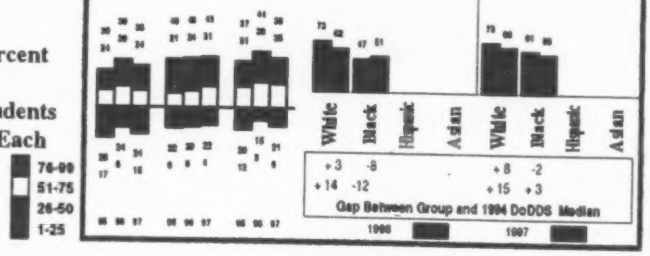
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

School-Home Partnerhsip Newsletter created. PTO sponsored activities increased with a corresponding increase in budget. Teachers report an increase in parent volunteers. Assignments involving home/community given regularly by staff increased from 44% (5/96) to 56% (5/97) of staff members. Most staff members report they have modified curriculum to include home participation.

Grade 5

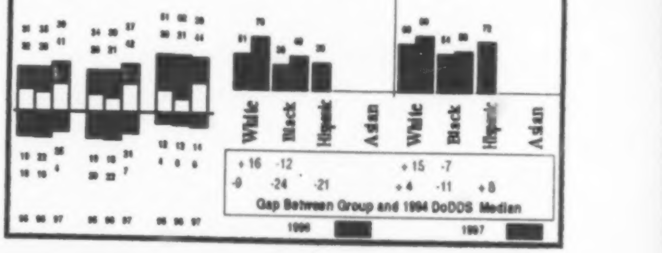
1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	63.3	69.7	67.5	56	65.8
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	66	68	68	68	68

Percent of Students in Each



Grade 6

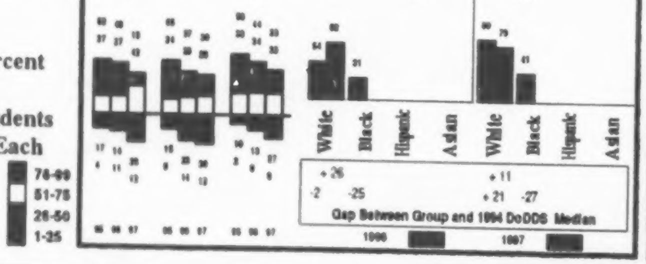
Benchmark 3.1			**Benchmark 4.2**	
Read	Lang	Soc Stdy	Math	Science
60.8	65.3	68	70.7	73
63.6	68.4	65	64.7	69.5
65.2	66.6	66.8	65.1	68
50	50	50	50	50
71	71	70	69	70



Grade 8

1997 Median Percentiles	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
for: School	54.5	56.7	61.3	51	60.5
District	62.4	65.2	67.7	63.1	64.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	50	50	48	50	48

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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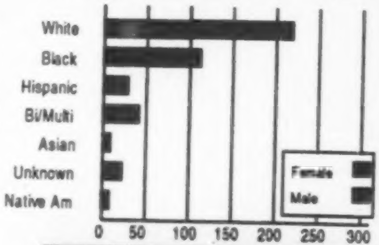
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	70	719.6	741.1	4%	61%	21%	13%	0%
5	96	69	746.3	741.9	35%	48%	16%	1%	0%
5	97	66	758.6	734.5	36%	58%	2%	4%	0%
8	95	46	821.7	767.6	57%	17%	24%	2%	0%
8	96	57	787.6	770	39%	33%	21%	5%	0%
8	97	50	710.2	689	36%	46%	16%	2%	0%

Baumholder,
Germany

Department of Defense Education Activity
Smith Elementary School (PK-6)
1996/97 School Profile
Richard Nielsen, Principal

School Characteristics

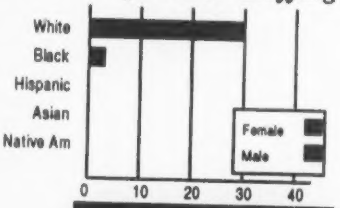
Student Enrollment - 443



Grade	#
PreK	33
K	74
1	81
2	70
3	60
4	47
5	41
6	37
Total	443

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	83	19%
K-8	TAG	N/A	N/A
K-12	ESL	19	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	4
7-10	6
> 10	15

Mobility Rate
51% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	20
Special Education	6.5
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	67%
Doctorate	3%

Principal's Highlights

Smith Elementary School, of Baumholder, Germany, is a newly renovated 3-story, 30-classroom building with a separate pre-school building. The majority of the 443 students are dependents of enlisted Army service members.

The strong commitment among the staff members to provide an equitable educational program to meet the varied needs of all students is evidenced in the supporting programs at Smith. These include: Sure Start, Developmental Pre-School, two Resource rooms, Speech, ESL, Language Immersion, as well as several enrichment clubs. Activities promoting home/school partnership have been extended in the conviction that increased parental participation positively impacts on the educational program of the students.

The advances in our school technology Plan along with noticable gains in student performance in Math and Writing, underscore the fact that Smith Elementary School and our community have made noticeable gains toward the fulfillment of the School Improvement Plan goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies

To improve the overall writing skills of students grades 1-6, we institutionalized a monthly school wide writing prompt scored on a 1-5 point common rubric. Our data shows significant improvement at every grade level indicating our efforts were successful. Students show an overall positive response towards the writing process as demonstrated on attitudinal surveys.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The MathLand program has been implemented at all levels. With the introduction of Daily Tune-Ups II, the classroom teacher has an additional assessment tool readily available. This tool, in combination with teacher-made evaluations, math journals, portfolios, and rubrics, CTBS and NOVA provides valid measure tools.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Smith Elementary maintains a monthly newsletter to inform parents and the community about important school activities. All faculty members serve on individual SIP committees or SILT teams focusing on the respective Benchmarks of the SIP Action Plan.Teachers and parents participate in regular in-service training focusing on the SIP Benchmarks.

Benchmark 10.8: Establish Technology for teachers and administrators

Smith School has recently opened an IBM Pentium Computer Lab which utilizes 25 Pentium PC's. This new lab, along with the Apple-II Lab and its 25 work stations and the four on-line PC's in the Media Center, demonstrates our school's commitment to technology. All classrooms have a minimum of 2 Apple II's and one Zenith 286 computers.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.49	3.70
Co-Supporters	3.1	3.14	3.31
Co-Learners	3.2	2.90	3.00
Co-Teachers	3.6	3.22	3.31
Co-Advisors	3.6	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

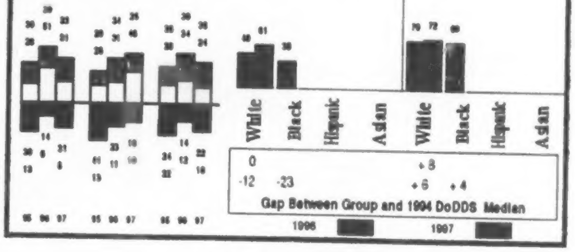
Parent involvement has been strengthened through Parent Orientation Meetings, Math Family Night, "Harvest Extravaganza" (a student production combined with a family Thanksgiving dinner), Read-to-Succeed, classroom volunteers, family and class pictures, holiday flower sales, and the annual student Book Fair.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	61.5	64.5	52.7	64
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	49	50	50	50	50

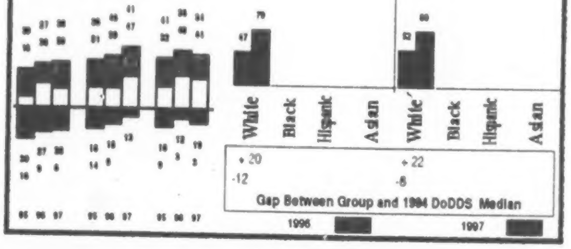
Percent of Students in Each

76-99
51-75
26-50
1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.3	71.3	63.8	70	70
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	32	32	32	32	32

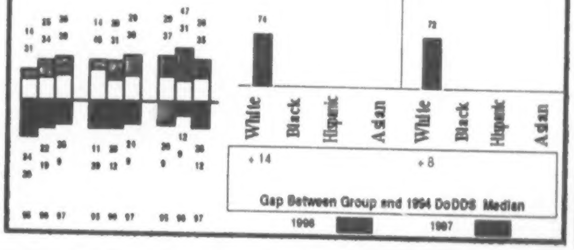


Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.3	62.7	59	59.3	64
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	34	34	34	34	34

Percent of Students in Each

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Smith ES
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Commercial Phone:
49-6783-5693

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	46	701.8	741.1	4%	50%	26%	20%	0%
5	96	29	720.4	741.9	21%	55%	24%	0%	0%
5	97	30	757.2	734.5	40%	50%	10%	0%	0%

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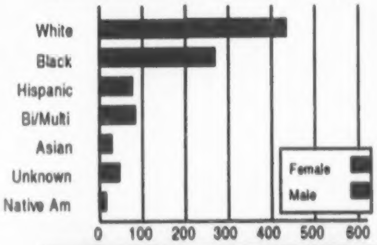
Kaiserslautern, Germany

Department of Defense Education Activity
Vogelweh Elementary School (PK-5)
1996/97 School Profile
Rosemarie Arnestad, Principal

School Characteristics

Student Enrollment - 949



Special Programs✓

Grade Offered	Program	#	%
PK-12	Special Education	134	14%
K-8	TAG	157	18%
K-12	ESL	36	4%
1	Reading Recovery	20	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	68
K	176
1	173
2	179
3	131
4	110
5	112
Total	949

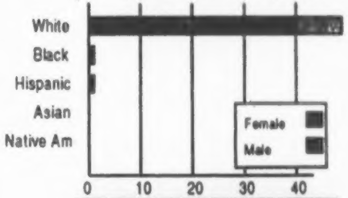
Sponsor Affiliation	
Marine	<.5%
Army	62%
Navy	<.5%
Air Force	37%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	1
7-10	8
> 10	48

Mobility Rate
48% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	33.5
Special Education	8
Other Professionals	11

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	77%
Doctorate	0%

Principal's Highlights

VES educates a diverse population of nearly 900 students to include Sure Start, Preschool handicapped, mildly to severely learning impaired, and ESL students. The school fosters a strong multi-cultural emphasis.

With and integrated approach to learning, students produced a family lineage project to increase achievement in both social studies and mathematics. The faculty developed rubrics as well as pre- and posttests to assess growth in both of these areas. In the process, a strong staff development program and professional camaraderie have emerged. An interactive homework plan supports the project so that children develop a better understanding of themselves by gaining more extensive knowledge of their families. Parents sharing family memories emerged as a highlight of this project.

A strong school-home partnership has been established through the SAC and the PTSA. More than 300 parents have been involved in daily programs as the organizers of special projects and volunteers.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies...

RAISE ACHIEVEMENT IN SOCIAL STUDIES. Incorporating Social Studies Standard 3, Time, Continuity, and Change, students produced a project related to their family's lineage or traits. Pre- and post-testing is used to measure student growth in knowledge acquired about their families and in their abilities to utilize various types of primary and secondary sources.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

MATH AND SCIENCE ACHIEVEMENT. Through an integrated curriculum approach, students collected, organized, and described data from their family lineage research. Family data is used to construct and interpret graphs. Faculty developed rubrics are used to score the pre- and post-tests on interpreting graphs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

ORGANIZATIONAL DEVELOPMENT. Monthly Team Meeting, schoolwide committee meetings, SAC, and PTSA meetings address ideas and issues that foster a high degree of communication and support. An interactive homework program to support the Social Studies and Math goals is also in place.

Benchmark 10.8: Establish Technology for teachers and administrators.........

ESTABLISH TECHNOLOGY FOR TEACHERS AND ADMINISTRATORS. Three school computer labs support technology training for students, teachers, and parents. Training in keyboarding, word processing, Internet, Windows, Trouble Shooting, and using curriculum-related software are available to all interested parties.

Average Ratings of SIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.49	3.70
Co-Supporters	3.6	3.14	3.31
Co-Learners	3.8	2.90	3.00
Co-Teachers	3.5	3.22	3.31
Co-Advisors	3.4	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

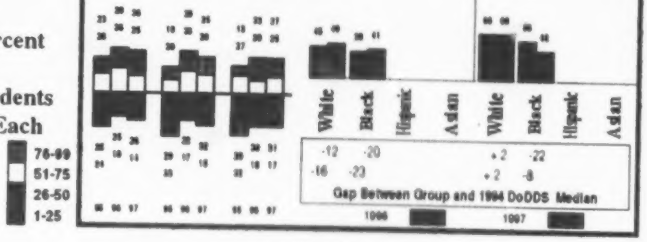
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

In September a strong and very effective PTSA was formed, our Parent Center was reestablished, monthly SAC meetings started, and parents were included in the majority of our committees. The PTSA has sponsored and conducted monthly Family Fun Nights, a science fair, Read to Succeed home reading program, used book fairs, school pictures, and craft fairs.

Grade 3

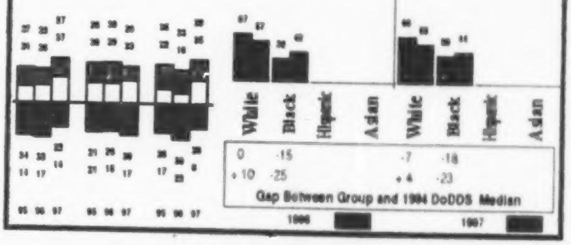
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.3	56	56	51.3	56.6
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	117	115	117	113	114

Percent of Students in Each



Grade 4

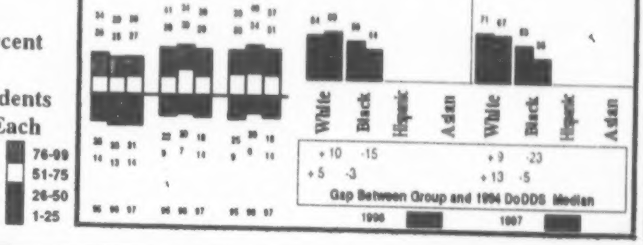
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.7	53.3	56.3	50.3	49
District	68.3	63.4	66.8	58.3	59
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	103	103	100	103	103



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.3	66	66.5	59.3	60.2
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	95	92	94	94	94

Percent of Students in Each



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	82	741.5	741.1	23%	55%	11%	10%	0%
5	96	86	756.9	741.9	34%	58%	8%	0%	0%
5	97	83	725.1	734.5	31%	57%	5%	5%	2%

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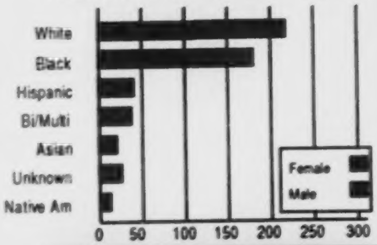
Baumholder,
Germany

Department of Defense Education Activity
Wetzel Elementary School (PK-6)
1996/97 School Profile
Robert J. Richards, Principal

School Characteristics

Student Enrollment - 537



Grade	#
PreK	39
K	65
1	85
2	75
3	72
4	77
5	67
6	57
Total	537

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	95	18%
K-8	TAG	63	13%
K-12	ESL	23	5%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

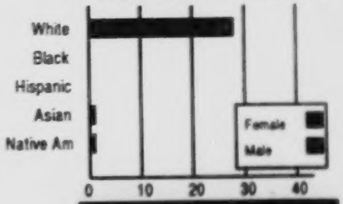
Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	6
4-6	2
7-10	12
> 10	17

Mobility Rate
51% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	4.5
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	67%
Doctorate	0%

Principal's Highlights

The 96/97 school improvement process for everyone associated with WES included a number of significant milestones.

1. Assessments were conducted for our two major benchmarks 3.1 and 4.2 from which baselines for both were established. Other activities conducted in support of both benchmarks included Lindemood-Bell Learning Processes for primary teachers sponsored by PTSA; Wetzel students producing more than 300 books in support of Young Authors' program, and a week long celebration of science (WOW Week).

2. The arrival and installation of 25 Pentium computers coupled with the establishment of our internet hook up has afforded WES a LANed full service multimedia facility with which to provide a full range of computer activities.

3. Among the significant highlights of SHP efforts were a marked increase in parental presence and participation in school activities, sponsorship by PTSA of the Lindemood-Bell training for teachers and the establishment of an onsite evening counseling program for parents.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....

A baseline writing assessment was conducted in early Spring using a descriptive writing prompt that was scored on a 5 point rubric. Results showed 72% of the students scored 3 or higher. The goal therefore, is to increase the number percentage of students scoring 4 or better and decrease the percentage of students scoring below 3.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

An initial baseline assessment was conducted in midyear to measure student application of science concepts (grades 3-6) and scored using a 3 point rubric. The results of a 2nd assessment conducted in May showed an overall decrease in the percentage of students scoring in the lower (0-1) range, however, at 5 & 6th grade levels the percentages scoring in the lower range increased.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

A monthly parent newsletter (Wetzel Wizard) is published. Classroom teacher/parent newsletters are published regularly. The community has additionally made the local television station available to the schools to publicize events. A LANed multimedia computer lab has been equipped with Pentium computers and connected to the Internet.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Numerous training opportunities for teachers on technology (keyboarding, multimedia, ed. software) afforded on and off site to large groups, small groups and individuals. Instruction provided by inhouse staff, district office personnel, and school personnel. Media Ctr equipped with new Pentium computers. All Pre-K thru 6th grade teachers have access to cc:Mail/Media Center.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.49	3.70
Co-Supporters	2.8	3.14	3.31
Co-Learners	2.4	2.90	3.00
Co-Teachers	2.9	3.22	3.31
Co-Advisors	2.8	3.10	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

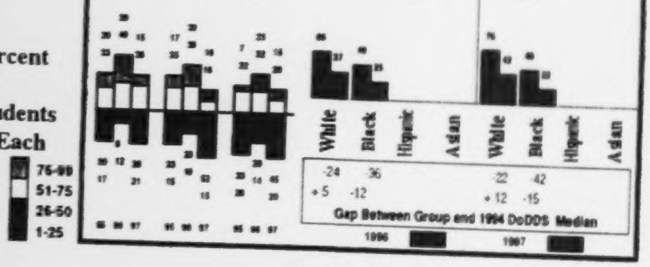
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parent support center established last year continued to function well. PTSA established a very visible and viable daily presence. Activities for greater parental inclusion included establishing a SHP committee. Parent training seminars conducted by 1st grade teachers to assist students with reading.

Grade 3

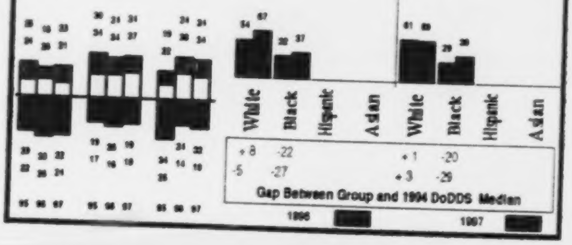
1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	50.5	45	41.8	35.5	42
District	66.8	64.2	61.3	56.5	69.1
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	67	67	66	66	65

Percent of Students in Each



Grade 5

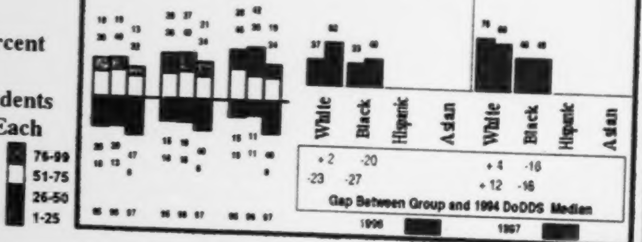
1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	44.5	57.2	59	49	48.5
District	60.7	69.9	68.5	56.7	60.6
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	62	62	62	62	62



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	48	54.5	51	46.4	52
District	63.6	68.4	65	64.7	69.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	53	53	53	53	53

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	58%	63%	41%
Math Avg Score	96	NA	507	506	508
	97	NA	514	505	511
Verbal Avg Score	96	NA	524	518	505
	97	NA	519	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wetzel ES
UNIT 23815
APO AE 09034-0005

DSN Phone: 485-7492/6416
Fax Number: 49-6783-3507
Commercial Phone:
49-6783-2555

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	51	716.8	741.1	8%	63%	14%	14%	2%
5	96	59	678.5	741.9	19%	46%	20%	12%	0%
5	97	63	686.6	734.5	18%	57%	6%	16%	3%

SECTION H

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

TURKEY DISTRICT
1996-1997

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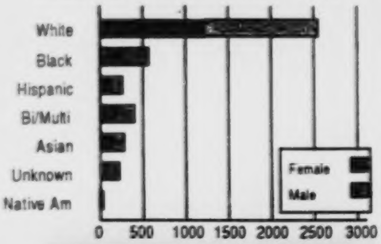
Department of Defense Education Activity
Turkey District
1996/97 Profile
Thomas Ellinger, Superintendent

District Characteristics

Student Enrollment - 4,286



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	302	7%
K-8	TAG	80	2%
K-12	ESL	191	5%
1	Reading Recovery	33	8%
7-12	AVID	19	[illegible]
Students Taking AP Courses		101	23%

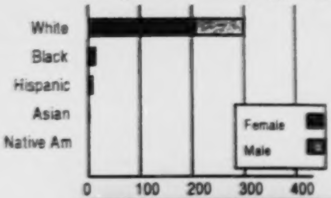
Grade	#
PreK	122
K	365
1	429
2	410
3	378
4	361
5	386
6	302
7	299
8	259
9	272
10	266
11	219
12	218
Total	4286

Sponsor Affiliation	
Marine	1%
Army	4%
Navy	19%
Air Force	52%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	11%

Teacher Experience	
Years	Teachers
New	3
1-3	8
4-6	15
7-10	39
> 10	266

Mobility Rate
32% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	18
Classroom Teachers	250
Special Education	22
Other Professionals	51.2

Teacher Education	
Degree	% Teachers
BA/BS	35 %
MA/MS	63 %
Doctorate	2 %

Superintendent's Highlights

In the Turkey, Spain, and Islands District this year there has been a great amount of attention given to six major areas which support school improvement efforts in our schools. The six areas include: assessment and evaluation, school-home partnership, staff development, communication, technology, and the acquisition of resources and materials.

Assessment and evaluation have taken a higher degree of importance as we continue with SIP. Therefore, we have decided to develop a district-wide initiative for next year which will focus on integrating curriculum, instruction, and assessment.

Staff Development training has been provided for in all major curricular areas, with special emphasis given to language arts and reading, and the development of the lead teacher concept. District teachers learned about concepts and programs, while simultaneously learning how to assume the role of the staff developer at the school level.

District Parent Advisory Council meetings have opened an avenue for communication between the schools and the district office.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Nine of the 10 schools in our district selected writing or speaking as their major strategy for Benchmark 3.1. Staff development training has been provided in the following areas: language arts and reading, social studies, and arts and humanities. Special emphasis is being placed on the standards and expectations of the curricula, as well as the program materials utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Curriculum standards, programs and materials were also the focus during staff development in the areas of math and science. Schools selected strategies that were broad enough to reach all subgroups. The district provided assistance with instructional techniques that would reach all students, with special emphasis on the lowest achieving students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

District newsletters were distributed on a quarterly basis to schools and community members. A series of brochures were published which describe various aspects of our district and schools, and the SIP process. Computer bulletin boards were established for all major curricular areas.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology support to schools has increased as a result of the creation of district "educational technologist" positions. This enables teachers to receive training that meets their needs through a variety of options including after school and weekend courses. Curriculum bulletin boards have been established so that teachers can communicate more easily with colleagues.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	**3.44**	**3.70**
Co-Supporters	**3.21**	**3.31**
Co-Learners	**2.92**	**3.00**
Co-Teachers	**3.20**	**3.31**
Co-Advisors	**3.03**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

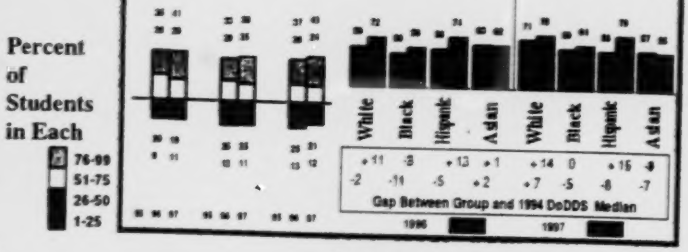
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

SHP activities were focused primarily at the school level with many parents and educators attending systemwide training. In addition, district office staff met with the District Parent Advisory Council, improving communication across the district. A "key communicator" position was established at each school.

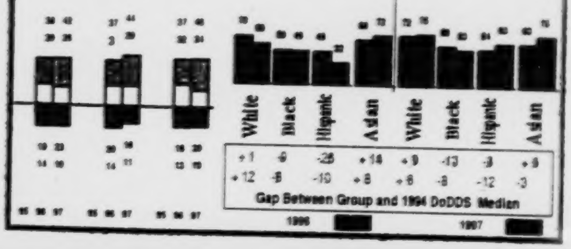
Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
District	70.2	66.9	70	68.7	73.2
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	352	352	350	349	351



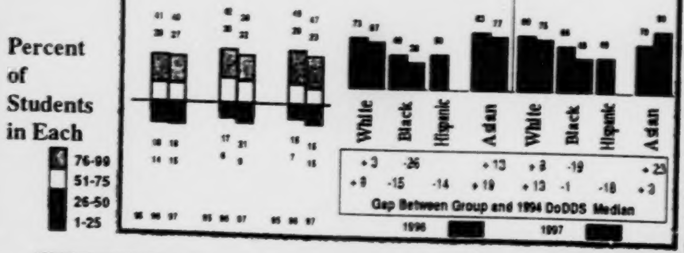
Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
	68.7	71	71	58.4	71.6
	65.1	65.7	69.4	55	67.7
	50	50	50	50	50
	270	270	268	270	268



Grade 11

	Benchmark 3[illegible]			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
District	68.5	66.8	72.5	64.7	71.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	197	197	198	197	198



SAT Results		District	DoDDS	Nation
% Participating	96	84%	62%	41%
	97	79%	63%	41%
Math Avg Score	96	513	506	508
	97	535	505	511
Verbal Avg Score	96	518	518	505
	97	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Turkey District
Attn: Thomas Ellinger
39 Combat Support Squadron
APO AE 09824-0005

DSN Phone: 676-6114
Fax Number: 90-322-346-1939
Commercial Phone:
90-322-316-6114

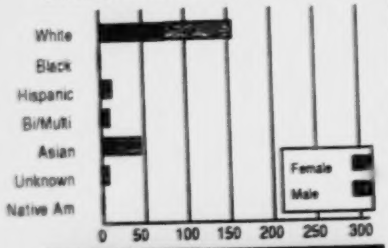
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	96	318	733.9	741.9	30%	54%	10%	4%	2%
5	97	355	745.3	734.5	33%	57%	6%	3%	0%
8	96	257	788.5	770	28%	39%	31%	2%	1%
8	97	260	714.9	689	45%	38%	12%	5%	1%
10	96	255	811.8	798.9	35%	47%	15%	2%	1%
10	97	245	737.3	711.6	52%	41%	5%	1%	1%

Balgat Ankara,
Turkey

Department of Defense Education Activity
Ankara Elementary/High School (K-12)
1996/97 School Profile
Sandra Daniels, Principal

School Characteristics

Student Enrollment - 230



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	6	3%
K-8	TAG	N/A	N/A
K-12	ESL	88	38%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		10	31%

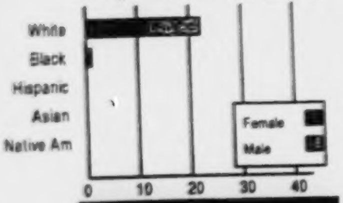
Grade	#
K	8
1	20
2	12
3	19
4	9
5	24
6	16
7	19
8	21
9	22
10	27
11	14
12	19
Total	230

Sponsor Affiliation	
Marine	<.5%
Army	3%
Navy	1%
Air Force	13%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	32%
Non-US Civilians	50%

Teacher Experience	
Years	Teachers
New	0
1-3	3
4-6	0
7-10	1
>10	18

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	1
Other Professionals	2.5

Teacher Education	
Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Principal's Highlights

Change is the topic of the day at George C. Marshall E/HS. The school continues to make positive changes under the umbrella of the School Improvement Process. From access to the Internet to parent/community bulletin boards, the committees are actively making things better for students and enhancing student achievement. The school continues to have 100% support by the staff for programs initiated within the School Improvement Process.

The community is also involved in the School Improvement Process, sharing a common language of change and knowledge of the process itself. Our SIP initiatives are visible and are constantly changing and improving. All the action plans have been evaluated and are ready to continue next school year. While George C. Marshall E/HS is working hard to increase the learning and achievement of all our children, continuing efforts are being made to focus on our lowest achieving students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

We haved increased the use of writing to facilitate analytical and cognitive learning in all subject areas. Teachers are encouraged to use writing to assist analytical and cognitive thinking. Four teachers act as staff consultants. Early indications show that teachers have been increasing writing in their classrooms to facilitate learning. The action plan is on track.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Improve parent/student understanding of DoDDS math curriculum for all subgroups. The action plan was in the process of being implemented when the school was visited by a DoDEA focused review team. After consulting with the team, it was decided that this plan would be revised at the beginning of the new school year, and some of the original ideas would be used in 8.1.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Improve communication within the school community. The action plan is in the process of being implemented. Several faculty training sessions on public opinion and marketing strategies have taken place, along with teaching the processes for gathering information to improve communication. Improvements have been ongoing.

Benchmark 10.8: Establish Technology for teachers and administrators.

Improved teacher knowledge in regard to working with cc:Mail and Word 6.0. Training for the entire faculty has taken place in cc:Mail, to include storing messages, attachments, retrieval, and mailbox administration. Many teachers are using these skills in their everyday educational work activities. Training in Word 6.0 is forthcoming. The plan is on track.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.44	3.70
Co-Supporters	3.4	3.21	3.31
Co-Learners	3.0	2.92	3.00
Co-Teachers	3.4	3.20	3.31
Co-Advisors	3.3	3.03	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

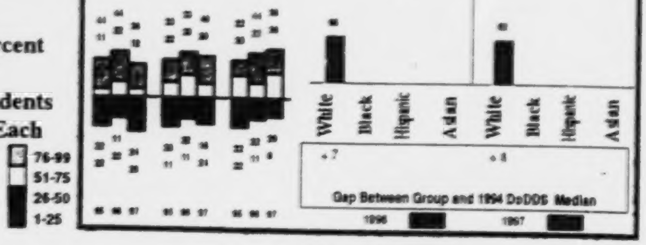
Establish a community resource center in the Ankara school. The school was able to locate a room in the school for the resource center. After making repairs, painting the walls, and installing furniture, the room was stocked with books, pamphlets, and periodicals related to education. Parents and community members are invited to use the room.

Grade 5

1997 Median Percentiles for:

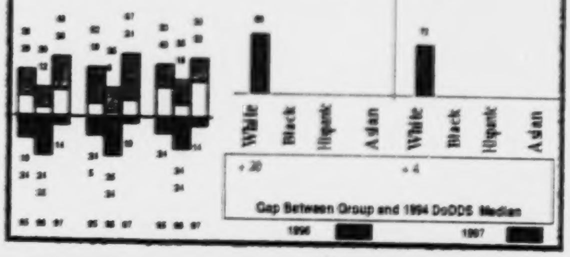
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	49	64.3	66.3	59	59.7
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each



Grade 8

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73	84.7	72.6	87	73
District	64.8	71.2	69.3	67.5	66.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	21	21	21	21	21

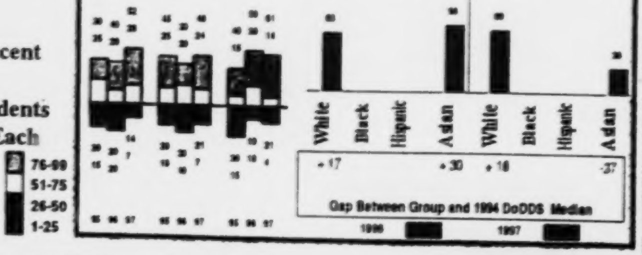


Grade 10

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77	71	84.5	95	73.3
District	74.3	74.4	76.6	79.9	76.6
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	29	29	28	29	29

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	84%	62%	41%
	97	84%	79%	63%	41%
Math Avg Score	96	NA	513	506	508
	97	539	535	505	511
Verbal Avg Score	96	NA	518	518	505
	97	497	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ankara ES/HS
UNIT 7010
APO AE 09822-7010

DSN Phone: 672-2148/4114
Fax Number: 90-312-285-1791
Commercial Phone:
90-312-287-2532

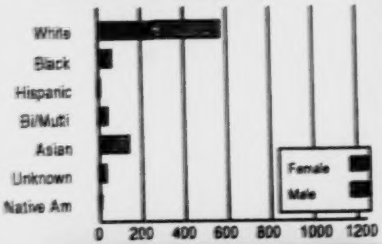
DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	9	*	741.1	11%	67%	11%	11%	0%
5	96	9	*	741.9	22%	56%	22%	0%	0%
5	97	22	758	734.5	36%	59%	4%	0%	0%
8	95	13	680.2	767.6	54%	0%	8%	23%	15%
8	96	12	792	770	25%	42%	33%	0%	0%
8	97	21	724.3	689	43%	43%	14%	0%	0%
10	95	10	746.2	792.8	20%	60%	10%	0%	10%
10	96	9	*	798.9	33%	56%	11%	0%	0%
10	97	24	745.1	711.6	58%	38%	4%	0%	0%

Department of Defense Education Activity
Bahrain Elementary/High School (K-12)
1996/97 School Profile
Carl Albrecht, Principal

School Characteristics

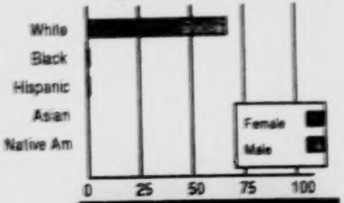
Student Enrollment - 847



Grade	#
K	20
1	55
2	51
3	50
4	46
5	51
6	63
7	54
8	62
9	72
10	109
11	107
12	107
Total	847

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	22%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	55%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	16	2%
K-8	TAG	N/A	N/A
K-12	ESL	47	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	[illegible]
AP Courses Offered		1	[illegible]
Students Taking AP Courses		2	1%

Teacher Experience

Years	Teachers
New	1
1-3	1
4-6	4
7-10	7
> 10	63

Mobility Rate
13% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	61.5
Special Education	3
Other Professionals	7.7

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	57%
Doctorate	1%

Principal's Highlights

School Year 1996-97 was an implementation venture for Bahrain School. An emphasis was put on getting the job done with everyone involved. The SIT was involved with all decisions each step of the way. The NIKE slogan of, 'Just Do It' was somewhat adopted. No more talk; let's get going. And, as this was an NCA visitation year, there was even more intent in getting a good SIP document - useful and relative to the needs of the school.

Modifications were made to the SIP and clarifications sought so that acceptance was achieved. So much was achieved that the SIT realized that it wasn't only teaching strategies that needed adjustment but also the total commitment of the school-community: school, parents, district. Without fail, the SIT continues to be the pivotal hub for school improvement.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies

The entire K-12 faculty accepted a strategy that could be used at all levels, at any grade, and in any subject area, to bring about improved student achievement in the areas of Reading, Language Arts, and Social Studies. The strategy was to have students use oral presentations in their classes. The overall faculty evaluation of this strategy was 3.5 out of 5.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Here again, the entire faculty used a strategy that involved using cooperative learning instructional techniques in the classrooms. Some modifications were made in this strategy so as to more clearly guide teachers in what was the school-wide expectation. The faculty rated this at 3.5.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This continues to be an area of strong faculty involvement as well as school-community concern. Technologically we want our students and staff to be on the 'top' with training in the newest and latest software. This goal is being elevated to the status of sub-committee to insure proper implementation.

Benchmark 10.8: Establish Technology for teachers and administrators.

The strategy here is to see that all staff and students have access to the technology equipment that is necessary to compete in today's world. Many teachers and students are now using these skills in their everyday work activities. Additional labs have been provided and each teacher is providing class time for students to use these labs.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.44	3.70
Co-Supporters	3.2	3.21	3.31
Co-Learners	2.9	2.92	3.00
Co-Teachers	3.1	3.20	3.31
Co-Advisors	3.4	3.03	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

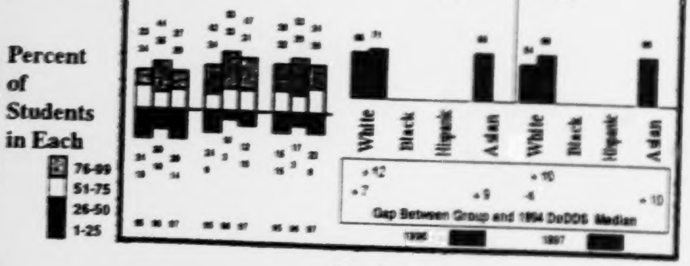
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The school worked to keep parents informed of daily/weekly/monthly classroom activities and homework assignments. Students were encouraged to use printed or individually developed homework logs. Teachers and parents took an active part in monitoring the use of the logs. A Parent Center was established and key communicators were trained.

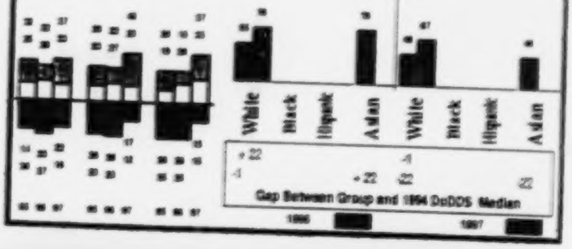
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66	74	65.6	68.7	62.3
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	51	51	50	51	50



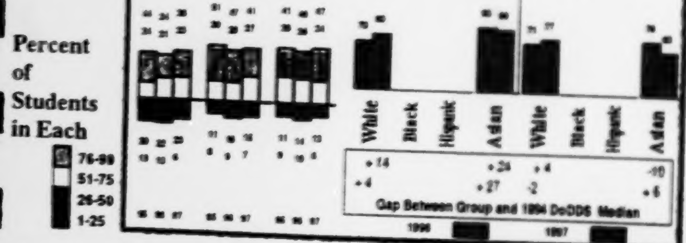
Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.7	76	62.7	74.8	62.4
District	64.8	71.2	69.3	67.5	66.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	60	60	60	60	60



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.1	72.7	74	81.3	75.5
District	74.3	74.4	76.6	79.9	76.6
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	105	105	104	106	104



SAT Results		School	District	DoDDS	Nation
% Participating	96	94%	84%	62%	41%
	97	98%	79%	63%	41%
Math Avg Score	96	533	513	506	508
	97	541	535	505	511
Verbal Avg Score	96	521	518	518	505
	97	515	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bahrain ES/HS
PSC 451
FPO AE 09834-5200

DSN Phone:
Fax Number: 973-72-5714/8583
Commercial Phone:
973-72-7828

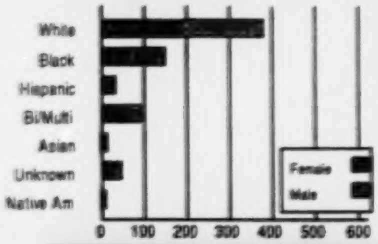
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	**Yr**	**Number Tested**	**Mean Scale Score School**	**Mean Scale Score System**	**Distinguished**	**Proficient**	**Apprentice**	**Novice/ Undeveloped**	**Not Scoreable**
5	95	52	753.8	741.1	23%	60%	12%	4%	2%
5	96	58	771.1	741.9	45%	48%	7%	0%	0%
5	97	48	763.3	734.5	44%	52%	4%	0%	0%
8	95	46	762.7	767.6	33%	15%	30%	22%	0%
8	96	68	795.7	770	34%	32%	29%	4%	0%
8	97	60	719.1	689	47%	33%	12%	8%	0%
10	95	111	849.3	792.8	51%	38%	10%	2%	0%
10	96	124	808.9	798.9	39%	43%	14%	3%	1%
10	97	112	744.7	711.6	55%	38%	4%	2%	0%

Adana Incirlik, Turkey

Department of Defense Education Activity
Incirlik Elementary School (PK-6)
1996/97 School Profile
Dorothy Waddell, Principal

School Characteristics

Student Enrollment - 714



Grade	#
PreK	60
K	108
1	110
2	99
3	87
4	96
5	80
6	74
Total	714

Sponsor Affiliation	
Marine	<5%
Army	<5%
Navy	<5%
Air Force	95%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	5%
Non-US Civilians	<5%

Special Programs

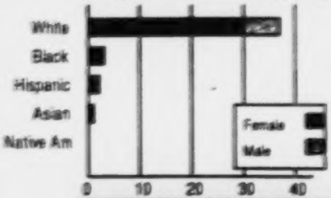
Grade Offered	Program	#	%
PK-12	Special Education	78	11%
K-8	TAG	80	12%
K-12	ESL	16	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	4
> 10	35

Mobility Rate
48% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	29
Special Education	5
Other Professionals	10

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	5%

Principal's Highlights

Parent involvement at Incirlik Elementary School was a highlight of our year. We began the school year by combining the School Advisory Committee (SAC) and the School Improvement Team into one committee. Parents and other community members were actively involved in the School Improvement Progress.

Thirty percent of our parents participated in co-learning in our computer lab on parent/student nights. Because of the high demand of the elementary school computer lab, we had to coordinate efforts to use the High School lab to teach keyboarding skills to students in grades 4-6. Teachers were elated over the success of this program.

Parents and community members were actively involved in the mentoring program. Twenty-nine community members as well as individuals from two AWACS teams spent numerous hours tutoring in the school. They mentored 34 individual students as well as volunteering their time in individual classrooms.

Students, schoolwide, showed improvement in Daily Oral Math and Daily Oral Language Skills. Many teachers plan to continue with these strategies as we explore new ways to meet these benchmarks next year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Incirlik Elementary School students worked on improving mechanical and grammatical skills in their work. Teachers used a program called Daily Oral Language which emphasizes a variety of skills on a daily basis. After scoring pretests and posttests, we found an improvement on posttest scores. Teachers will continue with the Daily Oral Language program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

We feel that it is important for students to solve problems using a variety of methods and logical thinking skills. To achieve this goal, teachers used a Daily Oral Math program which emphasizes these skills. Our students' posttest scores also showed improvement. Teachers felt this was a worthwhile activity and plan to continue with it next year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Teachers at Incirlik Elementary have become quite effective at computer communications. Newsletters, generated by teachers and students, go home on a regular basis. The adminisrator sends newsletters and calendars of events home on a monthly basis. Teachers are creating power point slide presentations for the beginning of the 97/98 school year welcoming students.

Benchmark 10.8: Establish Technology for teachers and administrators.

Adminstration now puts all notices, daily bulletins, community meeting minutes, questionaires, and surveys on cc:mail. Teachers have been trained to use cc:mail and have taken graduate courses to update their knowledge in various computer programs. Students in grades 4-6 have taken courses in keyboarding, and all classrooms have a scheduled time in the computer lab.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.44	3.70
Co-Supporters	3.2	3.21	3.31
Co-Learners	3.3	2.92	3.00
Co-Teachers	3.2	3.20	3.31
Co-Advisors	2.8	3.03	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

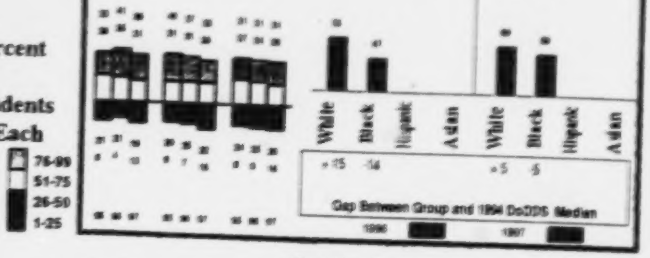
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

One of the highlights of the parental participation was our parent/child night in the computer lab. We had 30% of our parents participate in co-learning with their child in the computer lab. We are continuing our progress on a parent center which has been delayed due to construction. Our mentoring program was a success with 34 students receiving individual tutoring.

Grade 3

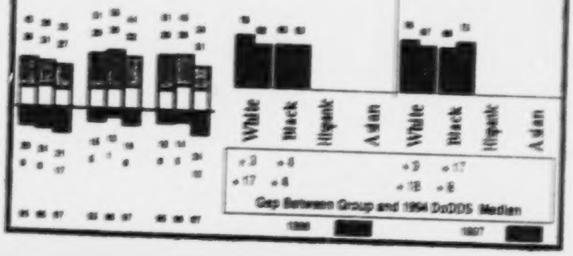
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.8	60.5	65.3	75.7	68.7
District	70.2	66.9	70	68.7	73.2
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	88	88	88	87	88

Percent of Students in Each



Grade 5

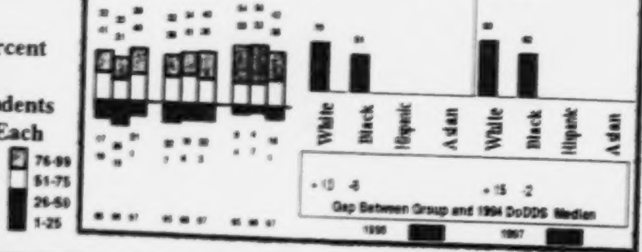
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62	72.4	63	59.7	59.5
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	75	75	75	75	75



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.7	70.2	72.3	71	76.5
District	65.5	66.3	69	66.1	72.9
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	73	73	73	73	73

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	84%	62%	41%
	97	NA	79%	63%	41%
Math Avg Score	96	NA	513	506	508
	97	NA	535	505	511
Verbal Avg Score	96	NA	518	518	505
	97	NA	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Incirlik ES
PSC 94
APO AE 09824-0005

DSN Phone: 676-6449/3109
Fax Number: 90-322-346-3815
Commercial Phone:
90-322-346-3834

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	76	720.8	741.1	8%	61%	20%	11%	1%
5	96	88	754.7	741.9	32%	61%	5%	2%	0%
5	97	71	737.4	734.5	25%	65%	6%	4%	0%

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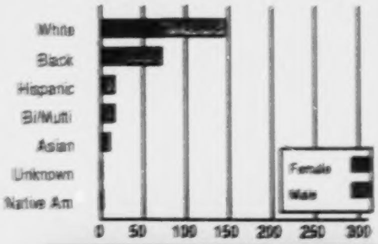
Adana Incirlik, Turkey

Department of Defense Education Activity
Incirlik High School (7-12)
1996/97 School Profile
Samuel Menniti, Principal

School Characteristics

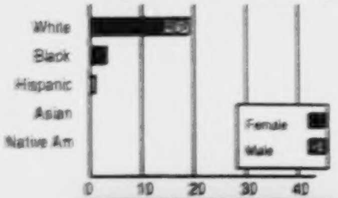
Student Enrollment - 258



Grade	#
7	73
8	51
9	55
10	38
11	22
12	19
Total	258

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	91%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	14	5%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	[illegible]
AP Courses Offered		6	[illegible]
Students Taking AP Courses		22	54%

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	2
7-10	3
> 10	12

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	19
Special Education	1.5
Other Professionals	1

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	70%
Doctorate	4%

Principal's Highlights

Incirlik American High School has had a very successful school year and has made major strides in reaching our school improvement goals.

A personal commitment and action plan from each teacher for the implementation of the school wide strategic plan in their classroom was the keystone to implementation of the school improvement strategies.

Incirlik American High School can be proud of the implementation and evaluation of the Multi-Tiered School-Home Partnership activities that were conducted throughout the school year. Two of our best practices were: the Principal's Forum, parents were randomly selected to attend an open forum on school issues; Grade Level parent meetings at the beginning of the school year and end of the school year to discuss curriculum and answer questions about the school. These were very well attended and successful.

Staff development efforts in writing in all curricular areas were designed, developed, and presented locally by Dr. Richard Delgado, our Language Arts expert, whose major focus this year was on evaluation of student writing using rubrics in all subject related writings.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

This past year the staff was trained in the use of rubrics for writing evaluation in all classes. All teachers developed their own goals for increasing the writing within their classrooms. Students and teachers were trained in the use of CCmail to exchange written reports. Student writing increased in all classes, as reported by teachers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

At risk students were identified and invited to participate in the mentoring program. Faculty, student and community volunteers participated in helping students within the mentoring program. Though test results do not show a large improvement, participating students feel better about their work in the areas of mathematics and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

All teachers used ccmail to communicate with other members of the staff through the daily bulletin and other staff news. Parents started to communicate with teachers using email as well as the phone. Each teacher increased the amount and type of communications with the home. Students were trained in the use of and responsibilities for using email.

Benchmark 10.8: Establish Technology for teachers and administrators.

Improve teacher knowledge in regard to working with cc:Mail and Word 6.0. Training for the entire faculty has taken place in cc:Mail, to include storing messages, attachments, retrieval, and mailbox administration. Many teachers are using these skills in their everyday educational work activities. Training in Word 6.0 is forthcoming. The plan is on track.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.44	3.70
Co-Supporters	3.1	3.21	3.31
Co-Learners	3.2	2.92	3.00
Co-Teachers	3.6	3.20	3.31
Co-Advisors	3.4	3.03	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

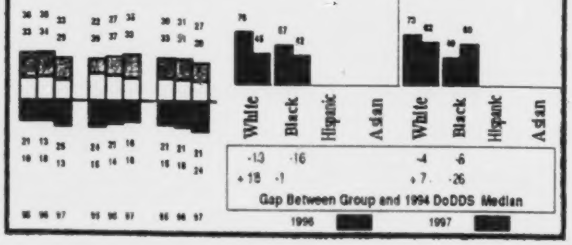
Parents were invited to a series of class orientations held throughout the year in the school. Parents became involved in the mentoring program. Behavior problems diminished with the increase in communications between the school and community. More parents were present at school function. There was an increase in community involvement in the scholarship program for this year.

Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.8	68.3	59.5	44.7	62.3
District	68.7	71	71	58.4	71.6
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	63	63	63	63	63

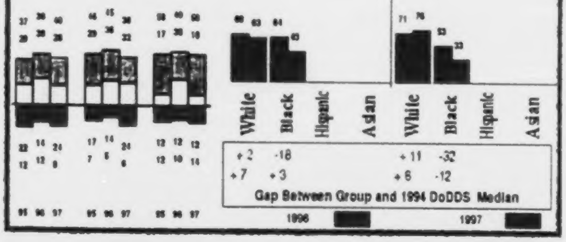
Percent of Students in Each

▨ 76-99
□ 51-75
■ 26-50
■ 1-25



Grade 9

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
	62.3	65.5	82	61.3	64.5
	56.6	68.6	75.3	62.8	57.7
	65.4	70.6	78.1	60.4	66.4
	50	50	50	50	50
	50	50	50	50	50

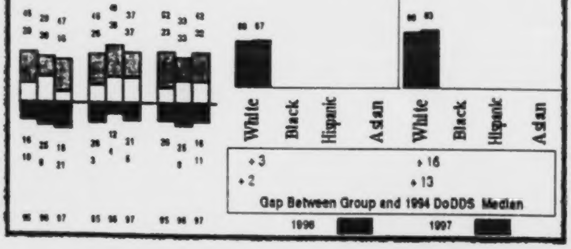


Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66	64	58	54	56
District	68.5	66.8	72.5	64.7	71.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	19	19	19	19	19

Percent of Students in Each

▨ 76-99
□ 51-75
■ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	71%	84%	62%	41%
	97	47%	79%	63%	41%
Math Avg Score	96	483	513	506	508
	97	537	535	505	511
Verbal Avg Score	96	491	518	518	505
	97	548	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Incirlik HS
PSC 94
APO AE 09824-0005

DSN Phone: 676-6484/6330
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Commercial Phone:
90-322-346-3799

DoDEA Writing Assessment

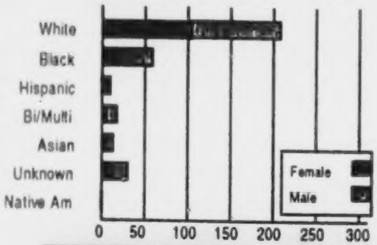
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	50	764.3	767.6	38%	22%	22%	16%	2%
8	96	55	779.6	770	20%	33%	47%	0%	0%
8	97	47	701.9	689	32%	47%	15%	6%	0%
10	95	38	787.4	792.8	21%	32%	34%	13%	0%
10	96	28	789.9	798.9	29%	29%	39%	4%	0%
10	97	21	676.8	711.6	19%	67%	10%	0%	5%

Alsancak Izmir,
Turkey

Department of Defense Education Activity
Izmir Elementary/High School (K-12)
1996/97 School Profile
Allen Davenport, Principal

School Characteristics

Student Enrollment - 339



Grade	#
K	41
1	40
2	35
3	38
4	31
5	31
6	19
7	24
8	15
9	20
10	15
11	14
12	15
Total	339

Sponsor Affiliation	
Marine	<.5%
Army	37%
Navy	<.5%
Air Force	44%
Coast Guard	<.5%
Non-US Military	1%
US Civilians	18%
Non-US Civilians	<.5%

Special Programs

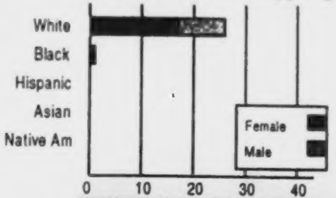
Grade Offered	Program	#	%
PK-12	Special Education	10	3%
K-8	TAG	N/A	N/A
K-12	ESL	7	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		12	41%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	27

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	22
Special Education	1
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	74%
Doctorate	4%

Principal's Highlights

Throughout the year, the Izmir SIP plans guided all activities. Some of the activities that took place during 1996-97 follow: The continuation of our annual school night which is sponsored by SAC provided discussions on school procedures, CTBS results, progress on the new school construction, and a question and answer session for stakeholders.

To promote better understanding of our students' diverse cultural backgrounds, Izmir's staff and community members participated in two diversity training sessions. Izmir also hosted two days with educators from the DoDEA headquarters in Washington. Speakers, activities, and an overview of SIP composed the first day that included staff and stakeholders. The second day involved students, SIP team members, and parents.

Each grade level sponsored a family math night. Problem solving concepts, background data and ideas for improvement in were covered. 'A success' is how staff, students, and community members rated the first year on block scheduling. Next year, a new proposal for a 4-4-4 schedule (elementary, middle, high school) is planned in order to offer more math, science, and writing in all grades.

Izmir's participation and leadership in the Stars and Stripes project resulted in publication by about 10% of the students in the Stars & Stripes.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies:

The Izmir American School continued to focus on language arts and writing. This year's focus was on the writing process and student portfolios. The writing process was reviewed and suggestions on how to manage writing portfolios were discussed and presented.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Each grade level hosted a family math night where problem-solving ideas and general information were shared about the mathematics program. Mathematics continues to be an area of focus for our school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The School-Home Partnership Center is a vital communication vehicle for the school. Parents and community members also participated in school training sessions and evening family information nights.

Benchmark 10.8: Establish Technology for teachers and administrators.

Elementary and high school students utilize the network for communication to teachers and parents. As more community offices receive forms of e-mail, addresses are added to expand the communication circle of the Izmir community.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	2.9	3.44	3.70
Co-Supporters	3.1	3.21	3.31
Co-Learners	2.6	2.92	3.00
Co-Teachers	2.9	3.20	3.31
Co-Advisors	2.6	3.03	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

PTO officers, key communicators, and volunteers continued to utilize the electronic communication system installed in the School-Home Partnership Center. Issues and concerns were addressed in several open forums and stakeholders were encouraged to attend select workshops.

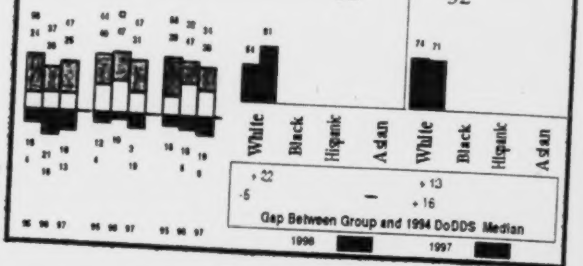
Grade 5

1997 Median Percentiles for:

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	74	74.5	68	80.3	66.5
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	32	32	32	32	32

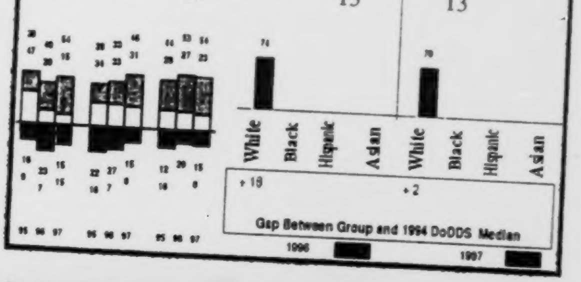
Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



Grade 8

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	77	72	77	82	73
District	64.8	71.2	69.3	67.5	66.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	13	13	13	13	13



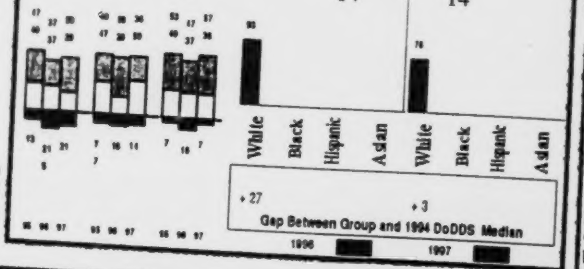
Grade 10

1997 Median Percentiles for:

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.5	64	79.5	79	71
District	74.3	74.4	76.6	79.9	76.6
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	85%	84%	62%	41%
	97	80%	79%	63%	41%
Math Avg Score	96	465	513	506	508
	97	547	535	505	511
Verbal Avg Score	96	514	518	518	505
	97	507	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Izmir ES/HS
PSC 88
APO AE 09821-0005

DSN Phone: 675-3420/3209
Fax Number: 90-232-425-3401
Commercial Phone:
90-232-4251-680/681

DoDEA Writing Assessment

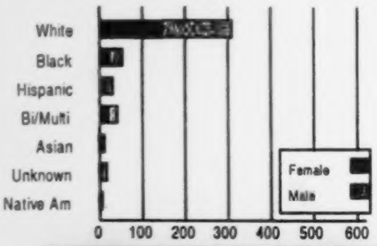
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	19	732.9	741.9	32%	47%	16%	5%	0%
5	97	32	724.1	734.5	22%	56%	16%	6%	0%
8	95	31	738.5	767.6	32%	26%	26%	10%	7%
8	96	17	817.8	770	41%	35%	24%	0%	0%
8	97	17	615.8	689	29%	35%	18%	6%	12%
10	95	15	821.2	792.8	33%	40%	20%	7%	0%
10	96	18	837.2	798.9	44%	50%	6%	0%	0%
10	97	17	702.5	711.6	53%	35%	6%	0%	6%

Terceira,
Azores
(Portugal)

Department of Defense Education Activity
Lajes Elementary School (PK-6)
1996/97 School Profile
Susan Ussery, Principal

School Characteristics

Student Enrollment - 464



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	41	9%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

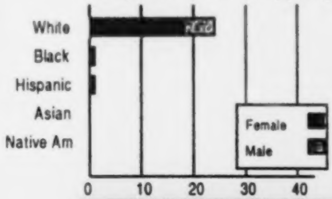
Grade	#
PreK	26
K	69
1	74
2	74
3	60
4	53
5	69
6	39
Total	464

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	96%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	3
7-10	2
> 10	24

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	2
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

Lajes Elementary School is located on the island of Terceira in the Portuguese Azores. Approximately 450 students attend our school in grades K-6, Sure Start, and a Preschool Program for Children with Disabilities. Our teachers are a well-educated and highly motivated and are dedicated to the success and development of all students as self-directed, lifelong learners.

The schoolwide writing process is highly visible across all areas of the curriculum, with a school-wide writing assessment accomplished twice yearly to measure our successes. Mathematics is another area of high visibility, with several math nights and a morning sessions devoted to increasing parental understanding and participation in the math program.

The school-home connection is highly valued in our community and the development of an ECAPTS-PTSA and a strong parent volunteer program are tributes to the strength between school and home.

Technology continues to be of vital importance in our school as the capabilities of our state-of-the-art computer lab expands and the Internet becomes more accessible. Next year we will continue to implement and improve our writing and math plans, with an increased focus on technology.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies.

Lajes ES maintained a School Wide Writing Process with both teachers and students trained in the program. Written Communications Portfolios included student self-assessments and staff development focused on the use of rubrics and prompts to assess student writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Inservice training in Mathland and Cooperative Learning strategies continued. In addition, a major focus this year was on increasing parents' and community understanding of the MathLand program. Standardize test preparation was emphasized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Published and distributed a monthly planner to each family and other community members. Grade level articulation was maintained through monthly meetings.

Benchmark 10.8: Establish Technology for teachers and administrators.

Staff training in technology occurred throughout the year. A student technology mastery checklist was developed. Internet access established at every school and a computer was placed in every classroom. CC.Mail was use to provide daily bulletins. Lan capabilities were established in most rooms.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.2	3.44	3.70
Co-Supporters	3.3	3.21	3.31
Co-Learners	2.9	2.92	3.00
Co-Teachers	3.2	3.20	3.31
Co-Advisors	3.1	3.03	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

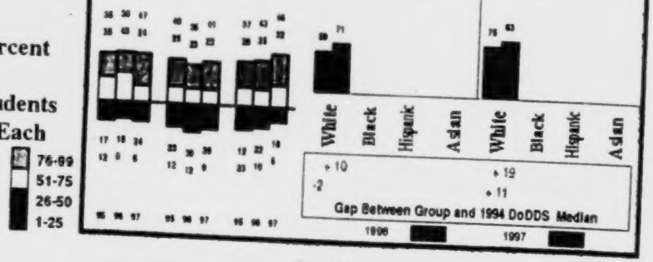
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......
Workshops for parents included Families and Schools Together. A parent room provided a place for parents to meet and work. Telephone voice-mail was available to the community 24 hours a day to help improve school-home communications. PTSA membership and participation increased.

Grade 3

1997 Median Percentiles for:

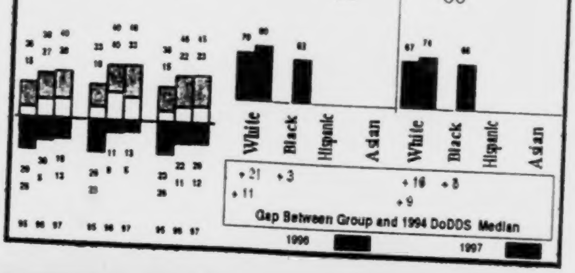
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.7	69.8	69	68.5	79
District	70.2	66.9	70	68.7	73.2
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	58	58	57	58	58

Percent of Students in Each



Grade 5

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.5	73	73	69.7	64
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	60	60	60	60	60

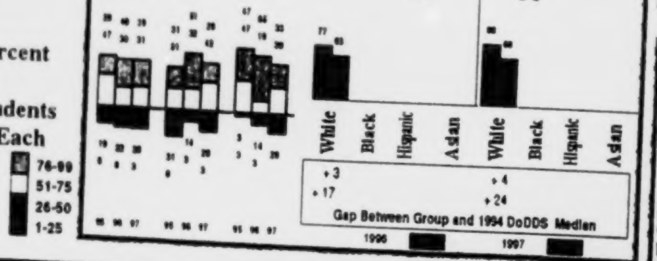


Grade 6

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	61.8	62.5	61	66
District	65.5	66.3	69	66.1	72.9
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	36	36	36	36	36

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	84%	62%	41%
	97	NA	79%	63%	41%
Math Avg Score	96	NA	513	506	508
	97	NA	535	505	511
Verbal Avg Score	96	NA	518	518	505
	97	NA	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes ES
UNIT 7725
APO AE 09720-0005

DSN Phone: 245-3425
Fax Number: 351-95-542951
Commercial Phone:
351-95-540100

DoDEA Writing Assessment

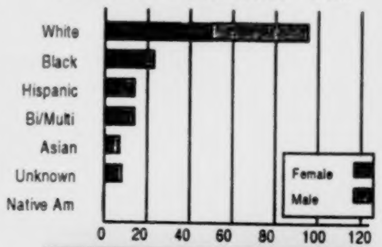
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	39	697.7	741.1	8%	44%	21%	28%	0%
5	96	41	716.3	741.9	17%	51%	27%	5%	0%
5	97	61	738.9	734.5	26%	61%	8%	5%	0%

Terceira,
Azores
(Portugal)

Department of Defense Education Activity
Lajes High School (7-12)
1996/97 School Profile
Gilbert Fernandes, Principal

School Characteristics

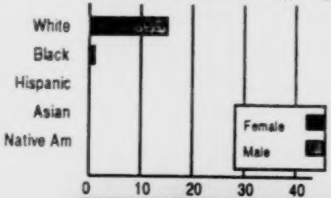
Student Enrollment - 161



Grade	#
7	44
8	38
9	30
10	20
11	17
12	12
Total	161

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	85%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	17	11%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		6	21%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	2
7-10	3
> 10	12

Mobility Rate
32% Per Year

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	0.5
Other Professionals	1.5

Teacher Education	
Degree	% Teachers
BA/BS	31%
MA/MS	69%
Doctorate	0%

Principal's Highlights

This year Lajes H.S. placed great emphasis on technology to enhance learning and communication. For example, we achieved 100% use of Integrade by staff and created a web home page. We also required the use of computer generated assignments at all grade levels and the preparation of graphs and charts by staff and students at all levels of the curriculum.

Our Bridging the Gap initiative involved the community in the curriculum and we successfully completed our first year of block 8 scheduling.

Communication was enhanced by the creation of a school profile pamphlet given to incoming families.

Our curricular programs, staff and students received extensive coverage from the Stars and Stripes and local television.

Creation of a Parent Center, complete with literature and a computer was welcomed by parents.

There was greater involvement of staff in inservice presentations and the Success Endeavor initiative was reviewed and approved by the staff as part of the Mission Statement.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

The continued use of rubrics to evaluate student writing has increased the length, accuracy, and clarity of written responses. Computer generated assignments have made students more aware of errors in punctuation, spelling, grammar, and usage. Parent-edited take home essays in language arts, social studies, and science have involved parents with the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Continued use of graphs, charts, and tables across the curriculum has broadened mathematics awareness in all subject areas. As part of the Success Endeavor initiative, in math students who were eligible for reteaching and retesting were tracked. Evidence of success continued to be monitored throughout the school year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly content calendars detailing individual teacher's curriculum were developed to encourage combined teaching project or other cooperative efforts. The goal of this initiative is to increase the depth of student learning and lead to greater collegiality among the staff.

Benchmark 10.8: Establish Technology for teachers and administrators.

In addition to CC:Mail, word processing programs have been embraced by the staff in order to facilitate communication. Access to the Internet and the creation of a school Home Page on the Web have further improved communication. All teachers are using Integrade, a computer program compatible with SIMS, to record and report student grades.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.44	3.70
Co-Supporters	3.0	3.21	3.31
Co-Learners	2.6	2.92	3.00
Co-Teachers	3.2	3.20	3.31
Co-Advisors	2.7	3.03	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

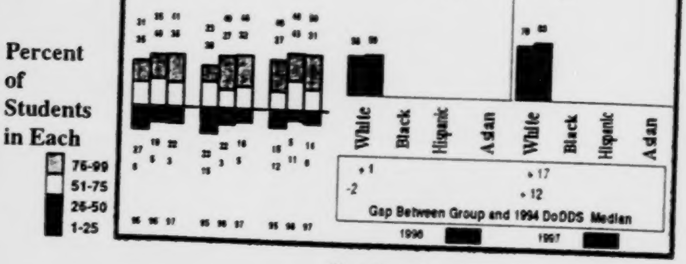
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Logs of conferences and teleconferences with parents continued to be kept by teachers. "Good News" postcards were mailed to parents indicating achievement or improvement by students. A brochure of Lajes High School was created to be included in the welcome packets sent to families of new students. Television coverage of school events was abundant.

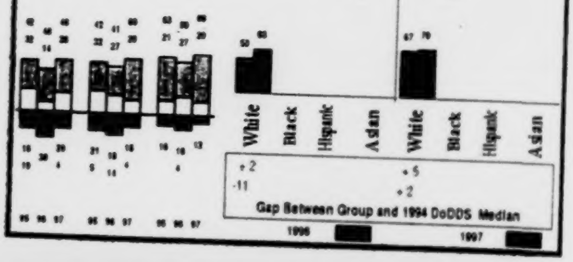
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.3	74.7	76.3	58	80.7
District	68.7	71	71	58.4	71.6
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	37	37	36	37	36



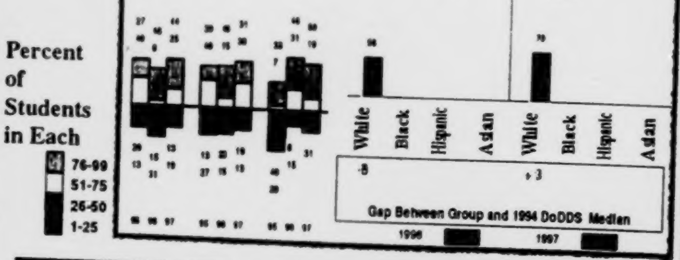
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71	81.3	82.8	66	74.7
District	56.6	68.6	75.3	62.8	57.7
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	25	25	25	25	25



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.5	70.5	76.5	46.5	74
District	68.5	66.8	72.5	64.7	71.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	16	16	16	16	16



SAT Results		School	District	DoDDS	Nation
% Participating	96	89%	84%	62%	41%
	97	83%	79%	63%	41%
Math Avg Score	96	501	513	506	508
	97	534	535	505	511
Verbal Avg Score	96	500	518	518	505
	97	532	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lajes HS
UNIT 7725
APO AE 09720-7725

DSN Phone: 245-4151
Fax Number: 351-95-542597
Commercial Phone:
351-95-540100

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	30	767.2	767.6	40%	27%	20%	10%	3%
8	96	27	738.5	770	4%	56%	37%	0%	4%
8	97	39	732.7	689	51%	38%	10%	0%	0%
10	95	21	781.9	792.8	19%	33%	29%	19%	0%
10	96	17	789.9	798.9	18%	53%	29%	0%	0%
10	97	15	718.3	711.6	27%	60%	13%	0%	0%

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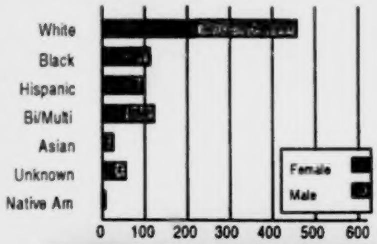
Cadiz, Spain

Department of Defense Education Activity
Rota Elementary School (PK-6)
1996/97 School Profile
Barbara Rudometkin, Principal

School Characteristics

Student Enrollment - 873



Grade	#
PreK	35
K	116
1	126
2	137
3	121
4	124
5	125
6	89
Total	873

Sponsor Affiliation	
Marine	3%
Army	<.5%
Navy	86%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

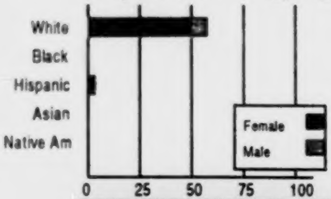
Grade Offered	Program	#	%
PK-12	Special Education	85	10%
K-8	TAG	N/A	N/A
K-12	ESL	30	4%
1	Reading Recovery	33	26%
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	1
> 10	56

Mobility Rate
34% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	39
Special Education	6
Other Professionals	12

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Benchmark 3.1: Writing across the Curriculum is the norm in all regular classes this year, with a marked increase in use by the large group specialists as well. Kindergartens promote early writing and invented spelling in journal writing. This emphasis on process writing instruction increases in each grade level. We have seen marked improvement in writing assessment scores.

Benchmark 4.2: Our staff will all complete TESA by 1999. About 35% of the staff have already accomplished this training. A test of science processes has been selected for grades 4-6 to measure our success toward narrowing the ethnic achievement gap.

Benchmark 8.1: Our dual strategies to increase parental participation in PTO and to increase participation in our Reading Millionaire$ Program have both met with success due to the diligent efforts of our staff members, parents and students.

Benchmark 10.7: Staff use of electronic communication has increased tremendously. Almost without exception staff members send daily bulletin and Family Newsletter information to the office via cc mail.

Benchmark 10.8: Teachers attended two full-day technology in-services this year with positive evaluations of each.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Student writing continues to be assessed (K-6) in the fall & spring and scored holistically. Students write in all curricular areas for many purposes. Portfolios have been used in all classrooms for student goal setting & parent conferences. This year's writing scores showed improvement at all grade levels.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The entire staff has agreed to enroll in the class, Teacher Expectation/Student Achievement (TESA) as a strategy to be accomplished by June, 1999. By spring, 1998 almost all faculty will have accomplished this. All students, 4-6, are given a science process test every fall as a measurement tool for this strategy.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

To increase staff skills in electronic communication, we have encouraged the use of cc mail for inter and intra school communications. We have documented a significant increase in all electronic communications by staff members and look forward to continued growth.

Benchmark 10.8: Establish Technology for teachers and administrators

Our staff attended two full day technology workshops this year. Teachers evaluated this experience very positively. Out of 44 teachers responding, 40 said that their confidence level had improved, and 42 reported increased competence regarding their ability to use computers.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.5	3.44	3.70
Co-Supporters	3.5	3.21	3.31
Co-Learners	3.2	2.92	3.00
Co-Teachers	3.4	3.20	3.31
Co-Advisors	3.3	3.03	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

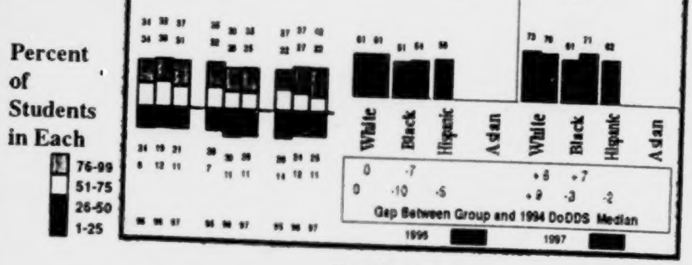
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

PTO attendance and Reading Millionaire$ Program participation by students and parents have been our strategies during this SY. Both have shown significant growth and will be continued while we shift our focus to other areas of the School Home Partnership.

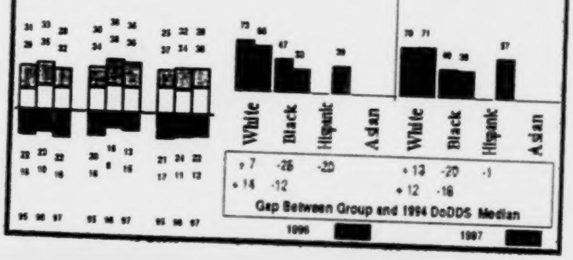
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70	67.5	68.6	59.5	71.2
District	70.2	66.9	70	68.7	73.2
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	110	110	110	110	110



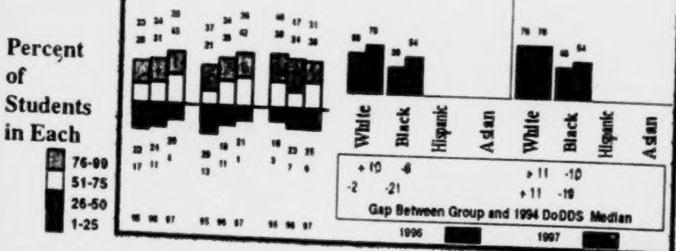
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61.5	66.8	62.5	57.5	61.3
District	65.4	72	65.7	65.4	61.9
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	110	110	108	110	108



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65.5	67.2	62	67	71
District	65.5	66.3	69	66.1	72.9
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	81	81	81	83	81



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	84%	62%	41%
	97	NA	79%	63%	41%
Math Avg Score	96	NA	513	506	508
	97	NA	535	505	511
Verbal Avg Score	96	NA	518	518	505
	97	NA	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	114	734.5	741.1	18%	57%	15%	7%	0%
5	96	102	702	741.9	27%	54%	9%	6%	5%
5	97	118	748.7	734.5	39%	52%	5%	3%	1%

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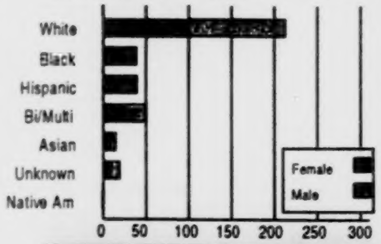
Cadiz, Spain

Department of Defense Education Activity
Rota High School (7-12)
1996/97 School Profile
Gene Perillo, Principal

School Characteristics

Student Enrollment - 370



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	34	9%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	19	
AP Courses Offered		7	
Students Taking AP Courses		49	54%

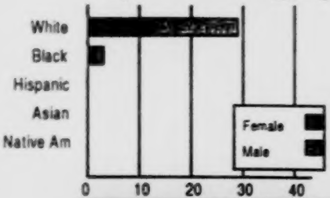
Grade	#
7	79
8	70
9	73
10	57
11	45
12	46
Total	370

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	72%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	0
7-10	14
> 10	17

Mobility Rate
21% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	28%
MA/MS	66%
Doctorate	6%

Principal's Highlights

At DGF High School our major areas of emphasis this year have been writing across the curriculum, developing Home-School partnerships, increasing technology use, establishing a Block Schedule/Seminar, and improving student organizational skills.

Key among our strengths is the writing program. Holistically scored writing is done in all classrooms, providing instruction and opportunity for all students, and resulting in more and better writing products.

Our Parent Center was established SY94/95 and was frequently used this year. Next year we look forward to enhancing the use and value of the Parent Center and exploring more effective communication, including Parent Newsletters and Parent Conferences. Our SIP strategy is only one part of our technology program. Last year our faculty received technology training, and students/faculty had access to the Internet. This year we provided more training to faculty with the goal of increasing the integration of technology in the curriculum.

Block Scheduling is an initiative which we will continue. Agenda planners were given to all students at the beginning of the year. We will use them again and look for ways to improve their use as an organizational tool and a communication tool. Cornel Notetaking Skills were also emphasized.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang Arts, and Soc. Studies....

This year our students continued to use Writing Across the Curriculum to reach this goal. Teachers took one writing sample per quarter and scored it holistically using a three point rubric. The scores were reported by the teachers to the 3.1 Subcommittee to use the results to evaluate the effectiveness of the strategy.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Last year the faculty chose to use strategies which could benefit all students on the assumption that those students who needed the most help would benefit more. This year we have implemented the Cornell method of notetaking, requiring it be done on an average of once per week. We also provided agenda planners for all students to improve achievement through organization.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We attempted throughout the year to set up a voice mail system to pass messages from the school to parents and community members. Due to hardware and software problems this year, we have been unable to keep the system up. We have purchased a new voicemail system and intend to have it in place by the start of the next school year.

Benchmark 10.8: Establish Technology for teachers and administrators..........

This year the student council funded a single Internet hookup for a Computer in the library media center. Our next goal is to continue to increase the use of Internet and other technology resources into the curriculum. Also this year, staff training was provided on the use of Internet, MS Word, and Integrade.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.44	3.70
Co-Supporters	3.0	3.21	3.31
Co-Learners	2.5	2.92	3.00
Co-Teachers	2.6	3.20	3.31
Co-Advisors	2.8	3.03	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

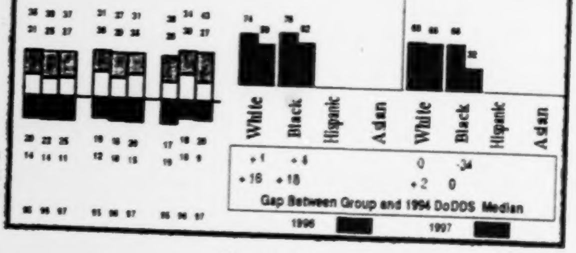
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership .....

Our Parent Center was established and furnished with materials to help parents assist their children's learning. The center is used as a drop-in location for parents as well as a place to hold parent-teacher conferences.

Grade 7

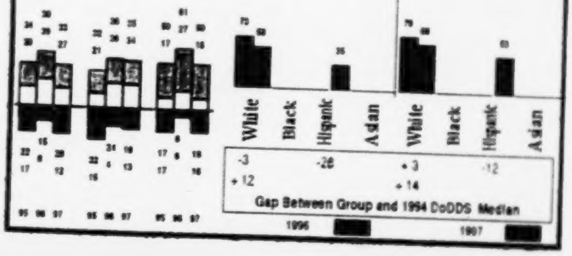
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67	65	67.5	59.3	64.5
District	68.7	71	71	58.4	71.6
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	75	75	74	75	74

Percent of Students in Each



Grade 9

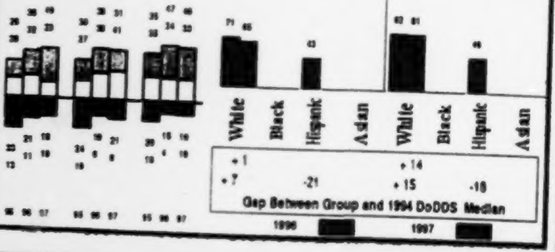
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
	59.3	68.5	75.5	56.6	58.3
	56.6	68.6	75.3	62.8	57.7
	65.4	70.6	78.1	60.4	66.4
	50	50	50	50	50
	67	68	68	68	68



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.5	65	69	59	76
District	68.5	66.8	72.5	64.7	71.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	58%	84%	62%	41%
	97	43%	79%	63%	41%
Math Avg Score	96	455	513	506	508
	97	496	535	505	511
Verbal Avg Score	96	529	518	518	505
	97	490	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	73	795.9	767.6	47%	19%	21%	14%	0%
8	96	71	801.1	770	35%	44%	18%	1%	1%
8	97	74	730	689	51%	36%	8%	4%	0%
10	95	64	825.2	792.8	31%	47%	22%	0%	0%
10	96	59	825.3	798.9	32%	61%	7%	0%	0%
10	97	56	757.7	711.6	62%	34%	4%	0%	0%

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.44	3.70
Co-Supporters	3.0	3.21	3.31
Co-Learners	2.5	2.92	3.00
Co-Teachers	2.6	3.20	3.31
Co-Advisors	2.8	3.03	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

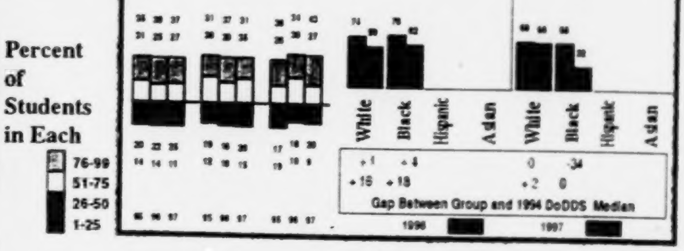
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Our Parent Center was established and furnished with materials to help parents assist their children's learning. The center is used as a drop-in location for parents as well as a place to hold parent-teacher conferences.

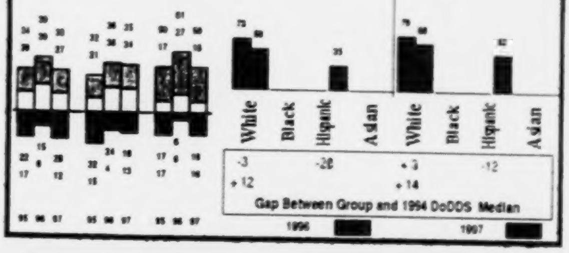
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	65	67.5	59.3	64.5
District	68.7	71	71	58.4	71.6
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	75	75	74	75	74



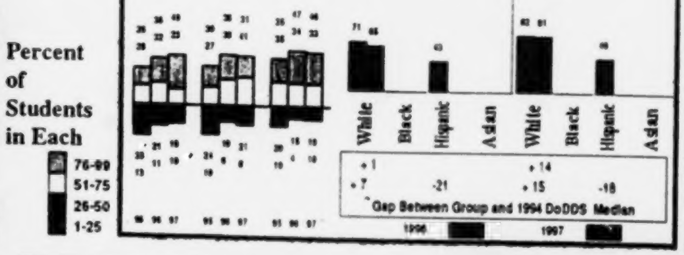
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.3	68.5	75.5	56.6	58.3
District	56.6	68.6	75.3	62.8	57.7
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	67	68	68	68	68



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75.5	65	69	59	76
District	68.5	66.8	72.5	64.7	71.5
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	39	39	39	39	39



SAT Results		School	District	DoDDS	Nation
% Participating	96	58%	84%	62%	41%
	97	43%	79%	63%	41%
Math Avg Score	96	455	513	506	508
	97	496	535	505	511
Verbal Avg Score	96	529	518	518	505
	97	490	513	515	505

Notes

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SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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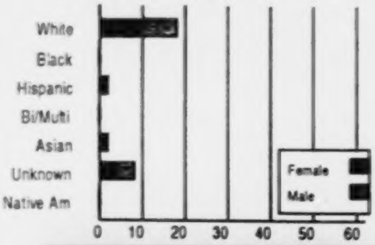
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	73	795.9	767.6	47%	19%	21%	14%	0%
8	96	71	801.1	770	35%	44%	18%	1%	1%
8	97	74	730	689	51%	36%	8%	4%	0%
10	95	64	825.2	792.8	31%	47%	22%	0%	0%
10	96	59	825.3	798.9	32%	61%	7%	0%	0%
10	97	56	757.7	711.6	62%	34%	4%	0%	0%

Savilla, Spain

Department of Defense Education Activity
Sevilla Elementary School (K-8)
1996/97 School Profile
Rosemary Letonoff, Principal

School Characteristics

Student Enrollment - 30



Special Programs

Grade Offered	Program	#	%
PK-12	**Special Education**	1	3%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Grade	#
K	3
1	4
2	2
3	3
4	2
5	6
6	2
7	6
8	2
Total	30

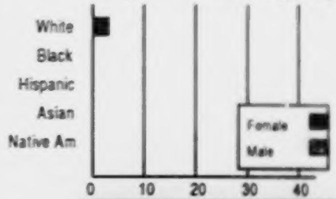
Sponsor Affiliation	
Marine	<5%
Army	<5%
Navy	7%
Air Force	87%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	7%
Non-US Civilians	<5%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	2

Mobility Rate
47% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	
Other Professionals	0.5

Teacher Education

Degree	% Teachers
BA/BS	67%
MA/MS	33%
Doctorate	0%

Principal's Highlights

This year, the staff members made 17% growth in beginning computer skills and 40% growth in advanced computer skills according to the beginning and end of the year technology survey.

In science, after school science clubs enjoyed close to 80% student participation. The science club members are very enthusiastic and the activities encourage innovative, hands-on, exploration, using the scientific method.

Parent involvement activities, included participating in all of the 5 tier areas, with 100% participation in at least two areas. Some of the highlights included having two family nights, Dad's week, and an Open House that included hands-on participation by parents under student guidance and leadership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang Arts. and Soc. Studies.

The four modes of discourse and a variety of strategies were taught, learned, and practiced. The writing process is being used on a regular basis, with the final drafts produced on the computer. Completed student creative writing is displayed regularly in halls and classrooms. Class books are published. Classroom newsletters are sent home.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A mentoring program was developed for students in grades 7-8 in mathematics. An after school science club, with nearly 80% participation, was initiated for students in grades K-8.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The quantity and quality of written communication increased dramatically this year, with parents stating that they feel they are well informed about the school. Individualized class newsletters were developed and telephone calls are made frequently to parents.

Benchmark 10.8: Establish Technology for teachers and administrators

All staff members have access to CC:Mail and have been trained in its use. They have also been trained in Microsoft Word. All students have had regular computer training and daily use of a computer. Students now use computers for work in most of the core subjects. Students in grades 4-8 regularly use Word, Excel and PowerPoint.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.44	3.70
Co-Supporters	3.2	3.21	3.31
Co-Learners	2.9	2.92	3.00
Co-Teachers	3.1	3.20	3.31
Co-Advisors	2.7	3.03	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

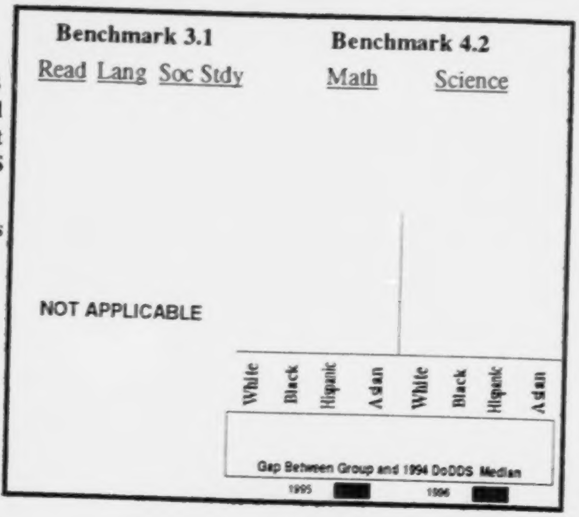
Goal 8: Parental Participation

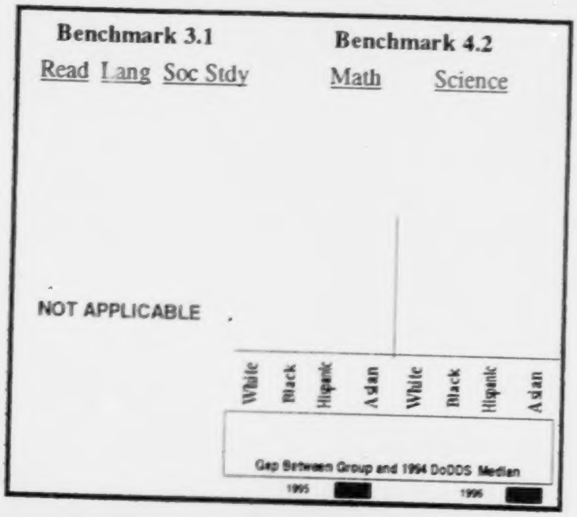
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Approximately 80% of the parents volunteered their services in some capacity during this year. This was a dramatic increase from previous years. Our Parent Resource center is up and running, complete with a team of volunteers. Three persons received FAST training and are planning to train others next year. Parent activities included family game nights and Dad's Week.

1997
Median
Percentiles
for: School
District
DoDDS
Nation
# Students

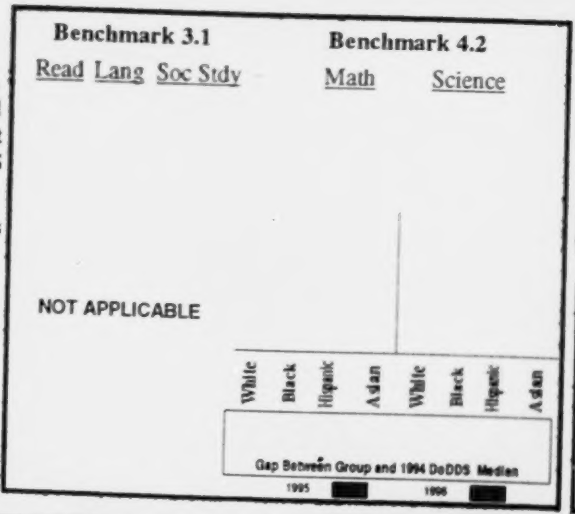
Percent
of
Students
in Each
76-99
51-75
26-50
1-25





1997
Median
Percentiles
for: School
District
DoDDS
Nation
# Students

Percent
of
Students
in Each
76-99
51-75
26-50
1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	84%	62%	41%
	97	NA	79%	63%	41%
Math Avg Score	96	NA	513	506	508
	97	NA	535	505	511
Verbal Avg Score	96	NA	518	518	505
	97	NA	513	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sevilla ES
496 ABS/DoDDS
UNIT 6585
APO AE 09643
DSN Phone: 722-8463
Fax Number: 34-5-584-8008
Commercial Phone:
34-5-584-8463

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					

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SECTION I

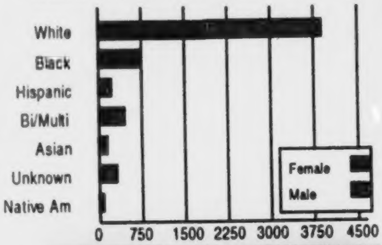
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

UNITED KINGDOM DISTRICT
1996-1997

Department of Defense Education Activity
United Kingdom District
1996/97 Profile
Andrew Zacharias, Superintendent

District Characteristics

Student Enrollment - 5,850



Special Programs Grade Offered	Program	#	%
PK-12	Special Education	574	10%
K-8	TAG	376	8%
K-12	ESL	320	6%
1	Reading Recovery	44	8%
7-12	AVID	154	[illegible]
Students Taking AP Courses		175	37%

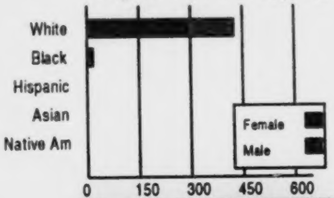
Grade	#
PreK	116
K	429
1	569
2	611
3	549
4	593
5	535
6	481
7	450
8	399
9	352
10	297
11	255
12	214
Total	5850

Sponsor Affiliation	
Marine	2%
Army	6%
Navy	26%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	13%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	1
1-3	12
4-6	25
7-10	43
> 10	362

Mobility Rate
32% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	25.5
Classroom Teachers	298.5
Special Education	46.5
Other Professionals	71

Teacher Education Degree	% Teachers
BA/BS	34 %
MA/MS	57 %
Doctorate	3 %

Superintendent's Highlights

To ensure successful delivery of the curriculum, the UK DSO provided instruction for all teachers regarding the concept and reading of curriculum. Distribution of binders containing current curricula areas for every teacher in the district took place during the curriculum training.

School Improvement Leadership Teams were trained in conducting effective and efficient meetings which greatly enhanced the quality of implementation of the school improvement process in each school. School Improvement Chairpersons and administrators received training in understanding assessment and the purpose of assessment as it relates to improved instruction.

All schools have school-wide local writing assessment in place to monitor progress at the school level. Our students continue to demonstrate improvement in writing as shown by the DoDDS Writing Assessment scores. A math assessment was developed by the DSO and adapted by many schools in grades K-8 to assess the Computation/Estimation Standard. Two years after adoption of new instructional materials, our math scores show improvement. Parents are much more aware of the strategic plan and their school's improvement plan.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.....

All schools were trained in holistic scoring and collected local data on student writing. Middle and HS teachers were trained in writing across the curriculum and integrating technology and writing. Some parents, the District Parent Advisory, and district teachers were introduced to new Language Arts/Reading Standards. All K-6 teachers were trained to use new curriculum materials.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

A Computation/Estimation focus was added with inservice training provided to assist teachers in increasing student achievement using standards-based instruction found in adopted texts, with a consonant assessment tool Pre/post-testing from schools showed achievement gains. Parent education continued. Grades 7/8 teachers received graphing calculators and training.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

Improved communication continues as a focus, including the ability to keep in contact with all schools regardless of DSO personnel's location. Within the district, communication has been enhanced through technology to include cc:Mail (local and remote) and teleconferencing. Through scheduling "face to face" time, communication within the DSO has greatly improved.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The district has developed a plan for LAN/WAN and equipment upgrade/replacement in addition to a plan to support the DoDEA Tech. Plan. 12 of 13 schools implemented the JASON Project. A training model to use technology supporting curriculum for teachers & admin. was implemented. All 7th/8th grade teachers received classroom sets of calculators and training.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	**3.50**	**3.70**
Co-Supporters	**3.03**	**3.31**
Co-Learners	**2.84**	**3.00**
Co-Teachers	**3.09**	**3.31**
Co-Advisors	**3.00**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

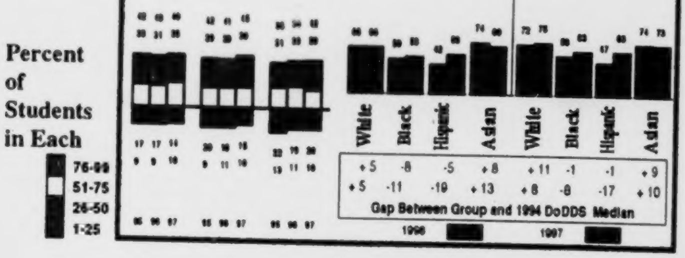
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

All schools' Key Communicators received four days of formal training in the model and two-way communication was the District's focus. SHP was discussed at all Principals' meetings. The UK Parent Advisory Committee met three times. Focus groups discussed HS graduation requirements, dorm reductions, and Student Rights and Responsibilities.

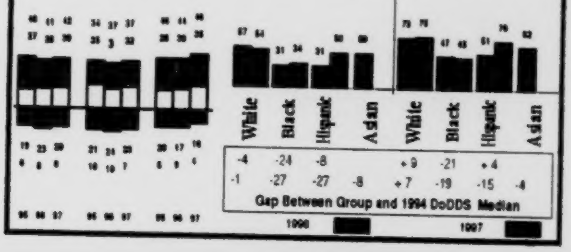
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	478	477	476	477	475



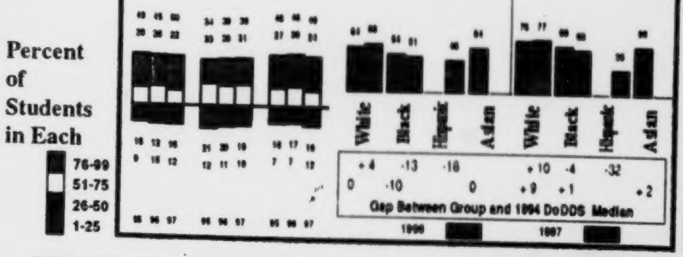
Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	69.8	64.3	73	51.2	70.3
	65.1	65.7	69.4	55	67.7
	50	50	50	50	50
	408	406	406	404	407



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	75	69.5	74.4	62.2	73.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	238	239	234	238	237



SAT Results				
		District	DoDDS	Nation
% Participating	96	62%	62%	41%
	97	71%	63%	41%
Math Avg Score	96	501	50[illegible]	508
	97	503	505	511
Verbal Avg Score	96	525	518	505
	97	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-UK District
Andrew Zacharias
Unit 5185, Box 470
APO AE 09461-5470

DSN Phone: 226-7234
Fax Number: 44-1638-527243
Commercial Phone:
44-1638-527234

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	580	723.9	741.1	12%	59%	18%	9%	2%
5	96	460	740.1	741.9	32%	51%	14%	2%	0%
5	97	428	733.7	734.5	31%	56%	8%	4%	2%
8	95	392	765.9	767.6	35%	22%	27%	15%	2%
8	96	333	774.8	770	22%	42%	28%	6%	1%
8	97	349	699.3	689	33%	45%	16%	6%	1%
10	95	334	794.5	792.8	23%	41%	27%	8%	1%
10	96	272	773.2	798.9	18%	48%	25%	7%	2%
10	97	278	710.4	711.6	40%	41%	17%	1%	2%

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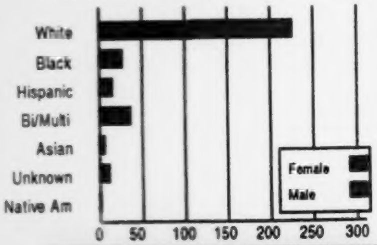
Cambridgeshire, Great Britain

Department of Defense Education Activity
Alconbury Elementary School (PK-6)
1996/97 School Profile
William Ramos, Principal

School Characteristics

Student Enrollment - 321



Grade	#
PreK	23
K	32
1	40
2	62
3	35
4	43
5	42
6	44
Total	321

Sponsor Affiliation	
Marine	3%
Army	13%
Navy	4%
Air Force	72%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Special Programs

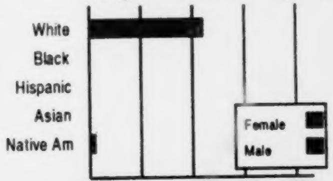
Grade Offered	Program	#	%
PK-12	Special Education	41	13%
K-8	TAG	37	12%
K-12	ESL	18	6%
1	Reading Recovery	8	20%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	3
7-10	6
> 10	13

Mobility Rate
37% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	3
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	22%
MA/MS	78%
Doctorate	0%

Principal's Highlights

Staff, parents and community continued support for our SIP process allows us to focus on improving student achievement. Through the efforts of an ambitious School Improvement Leadership Team, a pre and post writing and math assessment were implemented this school year. The assessments allowed the staff to continually address and carefully monitor student progress. Students are afforded unlimited opportunities to acquire writing skills which are interwoven into all curriculum areas through technology and journal writing.

Our five step problem solving process in math was extended to include everyday personal/social encounters among children.

Two-way communications between the school and community are dramatically increased as evidenced by comments from parents on exit evaluations, random phone calls and parent surveys. Our school/home initiative resulted in a tremendous increase in parental involvement with many volunteers here daily to support and assist us with the supervision of students, committees, tutors and mentors.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang.Arts, and Soc. Studies....

Pre and post writing assessments were completed. The results indicated a modest growth in writing proficiency. Through the use of check sheets, teachers indicated using summaries in all areas to increase students' level of writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Pre and post math assessment were completed. The assessment was on students' achievement in computation and estimation. Only the pre test has been scored and tabulated at this time. A five step problem-solving plan was developed and teachers planned ways to incorporate it into the adopted math curriculum.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

School wide and classroom newsletters containing information about school activities were sent to parents throughout the school year. Bulletins to staff were sent out through cc-Mail.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Computer use continues to increase. Students have produced written products using word processors. Over 85% of all students are in the Student Directory of our cc-Mail. Alconbury has its own homepage on the Internet which has eight projects on display. Teachers were provided training in technology to include instruction on producing Internet pages.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.50	3.70
Co-Supporters	3.0	3.03	3.31
Co-Learners	2.4	2.84	3.00
Co-Teachers	2.7	3.09	3.31
Co-Advisors	2.4	3.00	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

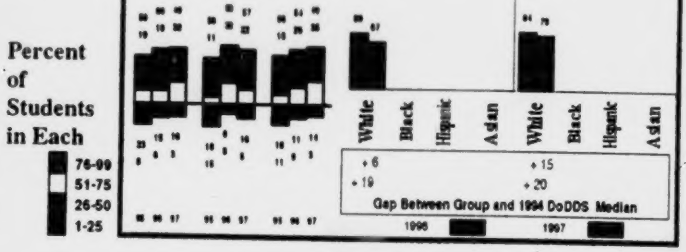
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A questionnaire on communication with parents was sent to all parents. With 48% return, results indicate parents strongly favor quarterly conferences. The staff will continue to explore ways to improve communication. Information from a parent survey on their hobbies, talents and strengths has been used for special school activities throughout the year.

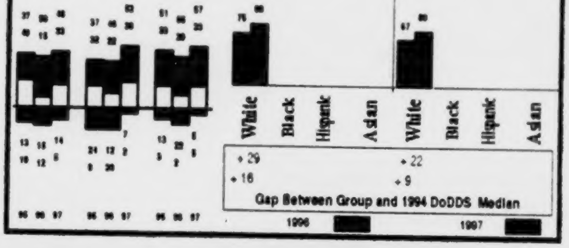
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73	79	74	72	79.7
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	37	37	37	37	37



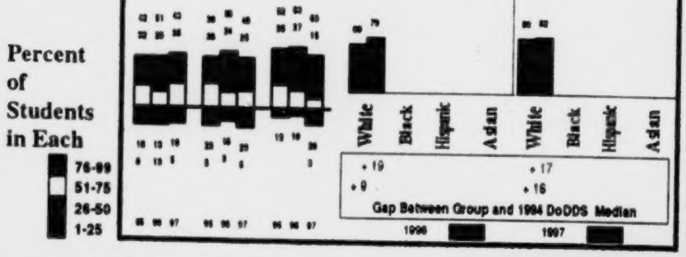
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	73.8	79	77.6	87.7	75
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	42	42	42	42	42



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70	74.5	80	75.7	67.9
District	66.5	67.7	66.5	63.1	67.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	40	40	40	40	40



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Alconbury ES
423 ABSQ/CCSE
UNIT 5570, BOX 50
APO AE 09470-0005
DSN Phone: 268-3620
Fax Number: 44-1480-413080
Commercial Phone:
44-1480-453551

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	40	734.4	741.1	15%	63%	15%	5%	0%
5	96	43	749.2	741.9	40%	47%	9%	5%	0%
5	97	44	742.8	734.5	36%	52%	4%	4%	2%

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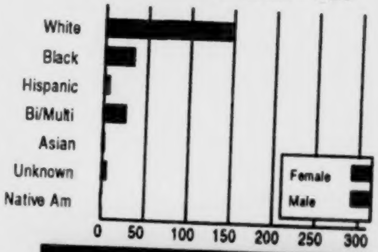
Cambridgeshire,
Great Britain

Department of Defense Education Activity
Alconbury High School (7-12)
1996/97 School Profile
Charles Toth, Principal

School Characteristics

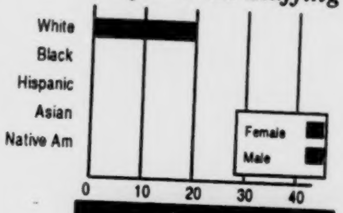
Student Enrollment - 219



Grade	#
7	46
8	35
9	50
10	34
11	29
12	25
Total	219

Sponsor Affiliation	
Marine	1%
Army	17%
Navy	5%
Air Force	55%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	21%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	13	6%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		6	
Students Taking AP Courses		28	52%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	0
> 10	20

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	16.5
Special Education	1
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Alconbury HS continues to focus on the School Improvement Process and increasing student learning and student achievement. Staff development activities serve to increase teacher effectiveness in addressing identified needs that address the Benchmarks in the classroom. Staff development training has focused on our writing initiative, math across the curriculum, Active Participation, and the applications of technology in all content areas. Parents are included in our in-service training and interact with our teachers as co-learners and co-teachers.

The installation of a LAN and answer machines in every classroom has greatly improved our school/home communication process. We have been selected to participate as a test-bed site in the Presidential Software Initiative. Our participation in this program will greatly increase teacher and student awareness and use of technology. Our faculty has already begun developing a plan to coordinate writing skills, research skills, and technology skills in all content areas.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

Writing portfolios are maintained for each student and contain a variety of writing samples from across the curriculum. All students generate essays on the computer. Our school-wide writing activities and our CTBS writing assessment scores clearly indicate significant student growth in all forms of writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Math strategies are being implemented across the curriculum to increase student awareness of math in all content areas. A school-wide focus on Active Participation has greatly increased student involvement in the instructional process. All students are eligible to use local cc:Mail for notetaking and reports. Student access to the internet has increased significantly.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication is emphasized through an after hours school phone line. Answer telephones have been placed in each teacher's classroom, and parents and teachers can communicate via E-mail. A parent column is included in each issue of the school newsletter and a SIP bulletin board was placed at the main entrance of the school for use by all participants.

Benchmark 10.8: Establish Technology for teachers and administrators.

A LAN was installed during this school year. Students and teachers are encouraged to use technology in a majority of their classes. A technology committee was formed to evaluate and coordinate hardware, software, and training needs. There has been universal acceptance of cc:Mail for communication purposes and increased staff awareness of Lotus Notes.

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Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.50	3.70
Co-Supporters	3.3	3.03	3.31
Co-Learners	3.2	2.84	3.00
Co-Teachers	3.1	3.09	3.31
Co-Advisors	3.8	3.00	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

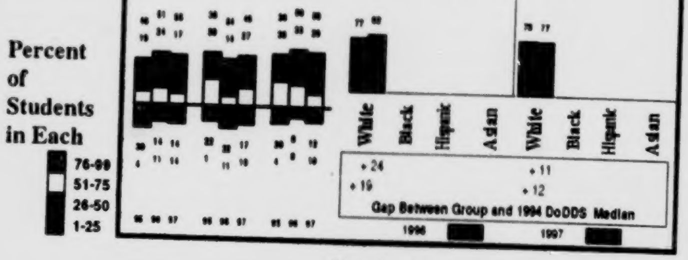
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

Parents are welcomed and encouraged to visit the school , their student's classrooms, participate in our in-service training, and chaperone school trips. Attendance at SAC, SILT, and Booster's meetings has increased. Parental participation in Open House was exceptional, and parent participation in conferences increased from 73% in April to 80% in November.

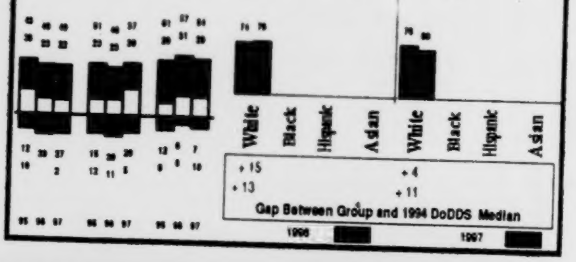
Grade 7

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	77.4	72	82	81	75.3
District	69.8	64.3	73	51.2	70.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	42	41	41	41	42



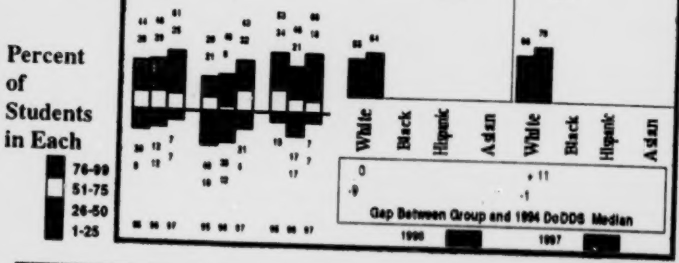
Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	70.3	71	83	74	61
	75.3	75.2	85.8	63.7	73.2
	65.4	70.6	78.1	60.4	66.4
	50	50	50	50	50
	41	41	41	41	41



Grade 11

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	85.3	68	86.7	76.7	85
District	75	69.5	74.4	62.2	73.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	28	28	28	28	28



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	52%	62%	62%	41%
	97	60%	71%	63%	41%
Math Avg Score	96	483	501	506	508
	97	523	503	505	511
Verbal Avg Score	96	512	525	518	505
	97	556	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Alconbury HS
423 ABSQ/CCSE
UNIT 5570, BOX 60
APO AE 09470
DSN Phone: 268-3512
Fax Number: 44-1480-413080
Commercial Phone:
44-1480-843620

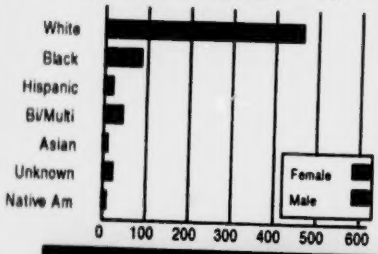
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	56	764.7	767.6	38%	21%	29%	9%	4%
8	96	48	774.4	770	29%	29%	38%	2%	2%
8	97	29	723	689	38%	52%	10%	0%	0%
10	95	65	773	792.8	19%	43%	29%	6%	3%
10	96	28	793.5	798.9	25%	39%	32%	4%	0%
10	97	34	671.4	711.6	32%	32%	29%	0%	6%

Keflavik, Iceland

Department of Defense Education Activity
Alfred T. Mahan Elementary School (PK-6)
1996/97 School Profile
John Allan, Principal

School Characteristics

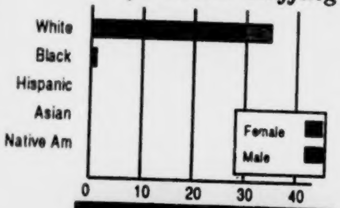
Student Enrollment - 657



Grade	#
PreK	32
K	107
1	125
2	94
3	72
4	106
5	59
6	62
Total	657

Sponsor Affiliation	
Marine	4%
Army	<.5%
Navy	65%
Air Force	27%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	53	8%
K-8	TAG	51	8%
K-12	ESL	3	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	5
7-10	6
> 10	22

Mobility Rate
38% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	24
Special Education	4
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	41%
MA/MS	54%
Doctorate	5%

Principal's Highlights

The School Improvement Leadership Team has been a cohesive and active group providing strong leadership to our school's improvement process. There is a recognition by all that SIP is a "process" that we have not yet "arrived" but that progress has been made. All teachers and parent representatives are involved in SIP Sub-Committees which are responsible for the individual benchmarks. The School Improvement Plan is a guiding force in decisions made at the school level.

Progress has been made in all areas as evidenced by the assessment data. Our primary focus has been on the curriculum and improving instruction. Writing extends across the curriculum, and math is integrated into all subject areas. Assessment is now an integral part of the instructional process and is more authentic with the implementation of portfolios and the Work Sampling process.

Our school provides a child-centered learning environment that has strong support by all stakeholders.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

There is strong evidence from the writing assessments administered in the Fall and Spring that students have significantly increased their proficiency in writing. Initiatives include: student publishing, teaching and using the writing process in all curricular areas, three author visits, Young Authors' Conference, and use of rubrics in the writing assessments.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The adopted Mathland program was used to support the Math Standards. The focus of our efforts was to use "hands-on" activities in math instruction. The school level math assessment clearly shows the growth in mathematical understanding.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Almost all classroom teachers provide a weekly or monthly class newsletter that provides specific information for parents. All teachers have their own voice mail box which allows for direct communication between home and school. A new handbook and briefing document have also been published. All these initiatives were tied to the School Home Partnership.

Benchmark 10.8: Establish Technology for teachers and administrators

All classroom teachers were trained in the use of the PowerMac computer and for the past 4 months teachers have used them in their classrooms. We will have a PowerMac computer lab next year with Internet access. All classrooms now have 2-3 Macintosh computers and all students use the computer lab at least once a week.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.50	3.70
Co-Supporters	3.5	3.03	3.31
Co-Learners	3.3	2.84	3.00
Co-Teachers	3.7	3.09	3.31
Co-Advisors	3.8	3.00	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

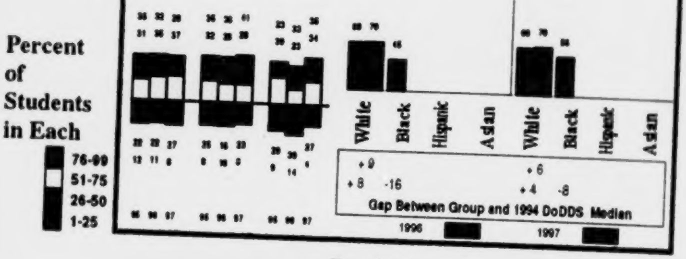
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The School Home Partnership Committee worked to improve the two-way communication between school and home. In this regard the school established an e-mail communication link between school and home, and a regularly updated web page designed to provide important information to parents.

Grade 3

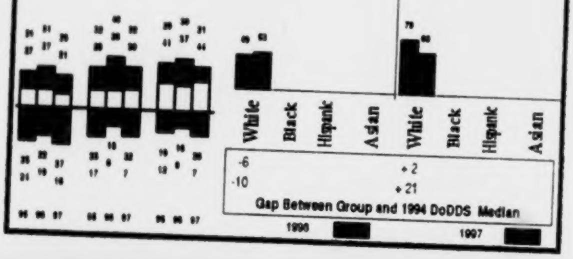
1997 Median Percentiles for:

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	69.3	70.8	66.5	69.4
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	71	71	71	71	71



Grade 5

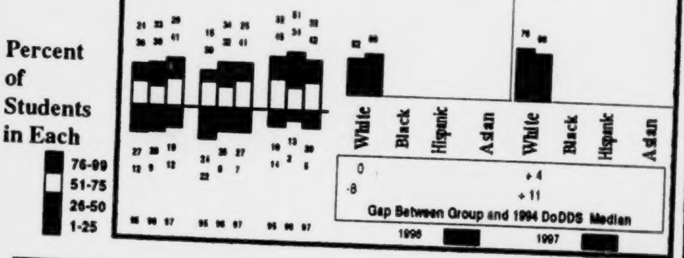
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	49.3	58.4	62	48.7	59.8
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	57	57	57	57	57



Grade 6

1997 Median Percentiles for:

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63	63	60.5	58	66
District	66.5	67.7	66.5	63.1	67.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	59	59	59	59	59



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

A. T. Mahan ES
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FPO AE 09728-0348

DSN Phone: 228-3100
Fax Number: 354-425-2261
Commercial Phone:
354-425-3100

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	80	731.4	741.1	13%	54%	23%	11%	0%
5	96	63	724.7	741.9	24%	56%	18%	3%	0%
5	97	53	723.7	734.5	17%	72%	4%	8%	0%

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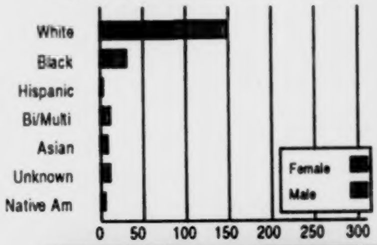
Keflavik,
Iceland

Department of Defense Education Activity
Alfred T. Mahan High School (7-12)
1996/97 School Profile
Arnold Watland, Principal

School Characteristics

Student Enrollment - 218



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	5	2%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		1	
Students Taking AP Courses		13	33%

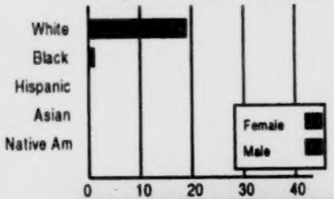
Grade	#
7	58
8	53
9	30
10	38
11	20
12	19
Total	218

Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	61%
Air Force	30%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	1%

Teacher Experience	
Years	Teachers
New	0
1-3	0
4-6	5
7-10	3
> 10	13

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	18.5
Special Education	0.5
Other Professionals	1

Teacher Education	
Degree	% Teachers
BA/BS	55%
MA/MS	45%
Doctorate	0%

Principal's Highlights

A. T. Mahan High School serves 200 students in grades 7-12 on the NATO base at Keflavik, Iceland.

Our cooperatively-developed School Improvement Plan became fully implemented this academic year. A particular strength were the gains experienced in student writing (3.1), as evidenced by the school-wide writing assessment scores.

To help narrow the gap (4.2), more aggressive counseling to enroll students in rigorous math classes was instituted. In addition, an AVID class is being established for the coming school year.

Technology (10.8) usage continued to grow as more computers were added to our LAN. A new web page added a SHP (8.1) component to our commitment to electronic technology.

DSO support of our school's quest to fulfill its school improvement mandate has been strong, helpful, and productive throughout the entire academic year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Writing across the curriculum proved to be an effective strategy to improve proficiency in language arts as evidenced by student growth in both the DoDDS Writing Assessment and the school's locally-developed writing assessment. Writing across the curriculum will continue to be a strategy next year with a more rigorous local assessment planned.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Using a four-step problem solving plan across the curriculum was a major strategy employed to narrow the achievement gap in mathematics. Inservice training on using a problem solving approach in individual curricular areas was provided for teachers. Assessments to measure success are in place for next year and include math pre- and post-tests, in addition to affect surveys.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School-Home Communication was accomplished through various mediums to include, inter alia, staff bulletins, parent newsletters, Middle School newsletters, the school web page, e-mail, and minutes and agendas for PTSO, SAC, BBF, STUCO, and SILT. A questionnaire to measure affect will be given in the fall and spring of SY 1997-98.

Benchmark 10.8: Establish Technology for teachers and administrators.

Teacher and student technology use was a focus this academic year. Lab usage by non-computer science teachers increased by 15%. More computer lab courses were scheduled and there was an increase in student involvement in computer labs and media center technology. Teachers received inservice training twice during the school year in the use of technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.50	3.70
Co-Supporters	3.2	3.03	3.31
Co-Learners	3.2	2.84	3.00
Co-Teachers	3.4	3.09	3.31
Co-Advisors	3.3	3.00	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

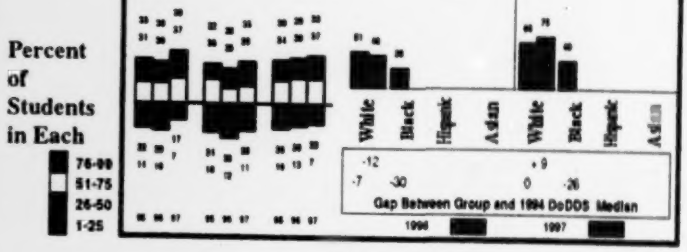
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Two-way school communication was pursued through a tutoring program, parent file, parent newsletters, SAC, PTSO, Student Council, school web page, the use of local media, and e-mail. An assessment survey to measure affect will be administered in September and May to provide indicators of success.

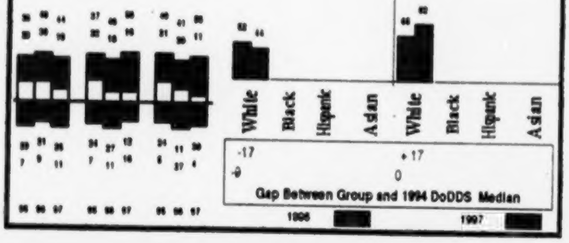
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.5	61.7	62.4	46	69
District	69.8	64.3	73	51.2	70.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	54	54	54	54	54



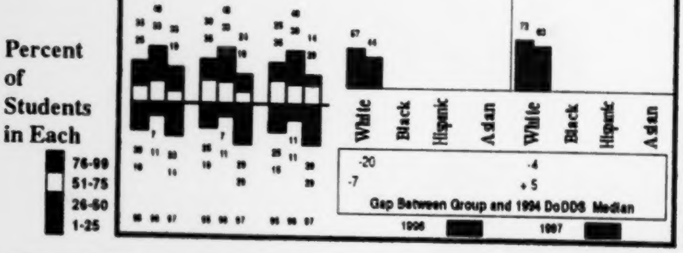
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58	77	78	42	81.5
District	75.3	75.2	85.8	63.7	73.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	27	25	27	25	26



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	52	46.5	47	36	56.7
District	75	69.5	74.4	62.2	73.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	21	21	21	21	21



SAT Results		School	District	DoDDS	Nation
% Participating	96	60%	62%	62%	41%
	97	79%	71%	63%	41%
Math Avg Score	96	456	501	506	508
	97	444	503	505	511
Verbal Avg Score	96	481	525	518	505
	97	511	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

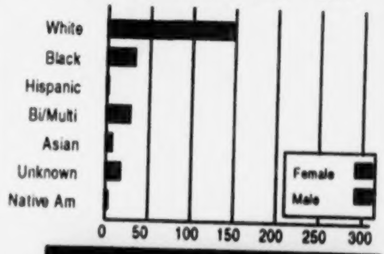
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	44	751.5	767.6	23%	23%	32%	23%	0%
8	96	36	809.2	770	36%	42%	19%	3%	0%
8	97	45	728.7	689	49%	44%	4%	2%	0%
10	95	33	804.3	792.8	21%	52%	18%	9%	0%
10	96	27	776.9	798.9	26%	52%	15%	4%	0%
10	97	36	740.7	711.6	53%	39%	8%	0%	0%

Northamptonshire,
Great Britain

Department of Defense Education Activity
Croughton Elementary/High School (PK-12)
1996/97 School Profile
Emma Siegel, Principal

School Characteristics

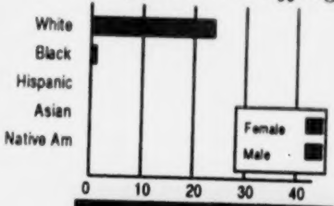
Student Enrollment - 239



Grade	#
PreK	1
K	11
1	22
2	24
3	25
4	27
5	19
6	24
7	21
8	14
9	18
10	11
11	9
12	13
Total	239

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	<.5%
Air Force	82%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	31	13%
K-8	TAG	N/A	N/A
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	17	[illegible]
AP Courses Offered		4	[illegible]
Students Taking AP Courses		8	36%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	2
7-10	5
> 10	20

Mobility Rate
23% Per Year

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	19.5
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	28%
MA/MS	68%
Doctorate	4%

Principal's Highlights

Croughton Unit School was in the process of changing from a K-12 school to a K-8 school for SY 97/98. Planning for this change and communicating information to parents was a major focus of the year. (8.1)

Our plan for an increase in technology use (10.7) was successful in that all staff were trained in the use of cc:Mail. It was used by all staff for communication within the school and DoDEA.

Mathland instruction was focused to increase computation and problem solving skill. Our small school enrollment doesn't provide valid information to address (4.2), but staff were committed to ensuring that instruction was designed to maximize the potential of all students.

Writing across all curriculum areas (3.1) was a goal of our SIP and all teachers explored and utilized this approach. Student scores on our school assessment increased.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Writing across the curriculum proved to be useful in raising the awareness in all curricular areas for the need for writing. More teachers used a greater variety of writing tools. In general student scores rose on the school developed writing assessment. We want to look at an assessment for the new language arts curriculum that will work for Gr. K-8.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Increasing the Mathland materials and also raising the level of math related activities across the curriculum proved to be an effective strategy. There was a noted increase in the number of activities teachers used and we now have baseline data on our student math assessment. For next year we plan a fall/spring, pre/post math assessment for the students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Staff development was provided for teachers in the use of cc:Mail. As teachers became more familiar with the features of cc:Mail their usage increased. Next year we hope to provide daily bulletins, staff announcements, Internet access via EDU-INTERNET and various other applicable communication ideas.

Benchmark 10.8: Establish Technology for teachers and administrators

Staff development was given using CD ROM's, ClarisWorks, and Word 6.0. As the teacher comfort level grew the required use of computers for student work increased. Next SY we will address Mathland software, presentation software and use of the Internet as we work toward our goal of integration of software and curriculum.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	2.6	3.50	3.70
Co-Supporters	1.6	3.03	3.31
Co-Learners	1.7	2.84	3.00
Co-Teachers	2.6	3.09	3.31
Co-Advisors	2.1	3.00	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

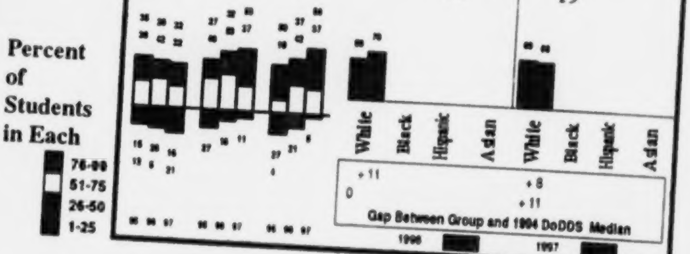
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

SILT committee designed a parent survey to gather baseline data about two way communication. The data seems to indicate we communicate with parents, but the information we communicate doesn't meet the parents needs. We will increase the school newsletter to twice monthly, gather the e-mail addresses of parents, and use the base magazine more.

Grade 5

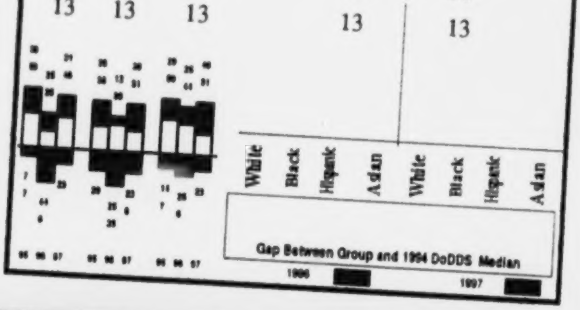
1997 Median Percentiles

	Benchmark 3.1 Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
for: School	60.3	74	83.3	70	61
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	19	19	19	19	19



Grade 8

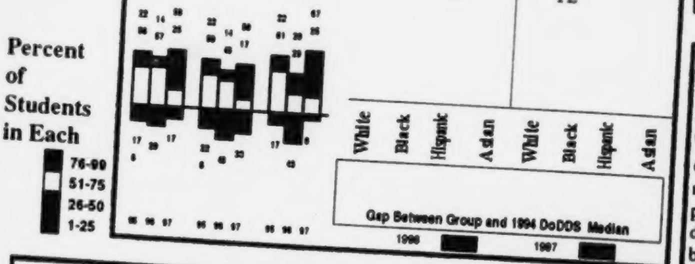
	Benchmark 3.1 Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	64	59	72	67	51
District	69.6	70.1	76.8	64.9	70.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	13	13	13	13	13



Grade 10

1997 Median Percentiles

	Benchmark 3.1 Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
for: School	77	74.7	83.2	68	78
District	77.9	71.5	76.3	75.2	72.3
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	12	12	12	12	12



SAT Results		School	District	DoDDS	Nation
% Participating	96	67%	62%	62%	41%
	97	54%	71%	63%	41%
Math Avg Score	96	487	501	506	508
	97	419	503	505	511
Verbal Avg Score	96	542	525	518	505
	97	493	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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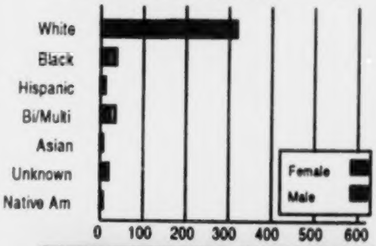
DoDEA Writing Assessment										
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	23	708.3	741.1	4%	70%	13%	9%	0%
5	96	20	736.7	741.9	20%	60%	20%	0%	0%
8	95	14	731.1	767.6	43%	14%	29%	7%	0%
8	96	14	766.4	770	7%	57%	21%	14%	0%
10	95	18	790.7	792.8	17%	44%	28%	11%	0%
10	96	9	*	798.9	22%	67%	11%	0%	0%

Norfolk,
Great Britain

Department of Defense Education Activity
Feltwell Elementary School (K-5)
1996/97 School Profile
Sharon Freed, Principal

School Characteristics

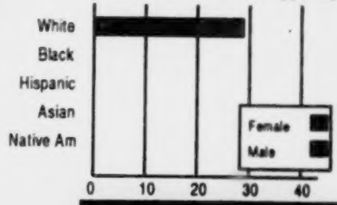
Student Enrollment - 441



Grade	#
K	49
1	66
2	87
3	81
4	71
5	87
Total	441

Sponsor Affiliation	
Marine	<.5%
Army	<5%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	37	8%
K-8	TAG	51	12%
K-12	ESL	22	5%
1	Reading Recovery	8	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	1
7-10	3
> 10	26

Mobility Rate
34% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	2.5
Other Professionals	8.5

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	59%
Doctorate	3%

Principal's Highlights

The focus of Feltwell Elementary School this past year has been to interweave our goals under each benchmark so that they support one another. Many workshops have been provided for parents to help them better understand our language arts, math, and technology curricula to enable them to be more involved in their child's learning. This has also provided parents and teachers with a foundation of shared knowledge which has enabled parents to participate in some decision making in these curricular areas. Many ways to help children in these curricular areas were provided in the weekly parent newsletter throughout the year.

Teachers in all subject areas planned lessons that included writing ...writing in music, art, PE, science, math, and more. Students have improved their skills in writing and this particular strategy has played an important role in their success. Communication is a major strength of our school as reflected by the results of surveys conducted. Parents and teachers cited two way communication as a major strength; communication within the school is also considered a strength.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

All students learned and used a 5-step writing process, participated in a writing prompt in the fall and spring for assessment, used DOL for daily practice in editing and revision, wrote across the curriculum using reports and logs in Math, Science, and Social Studies, published at least one piece of work each semester, and Gr.2&3 wrote in daily journals.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The Mathland hands-on, constructive approach to problem solving and skill development and increased use of active participation strategies were used to increase student understanding and skill in both computation and estimation. SY 96/97 CTBS data shows an increase of test scores in Grade 3 & 5 in estimation skills and in Grade 5 computation; Grade 4 results not yet available.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Frequent communication within and between grade levels, specialists/resource teachers, administrators, and support staff was identified as a major strength as per school survey. Communication was via cc:Mail, face to face contact, and meetings. Parent newsletter with parent reply, teacher newsletters, parent-teacher phone calls, notes, and conferences provided excellent communication.

Benchmark 10.8: Establish Technology for teachers and administrators.

The number of computers available in each classroom increased this year. Every student was scheduled into the computer lab (min. 30 minutes per week). A six-week keyboarding course was taught to all students Grades 3-5. Proficiency of Scope and Sequence skills increased for all students Grades K-5. All teachers used cc:Mail for communication.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.50	3.70
Co-Supporters	3.8	3.03	3.31
Co-Learners	3.8	2.84	3.00
Co-Teachers	3.8	3.09	3.31
Co-Advisors	3.8	3.00	3.17

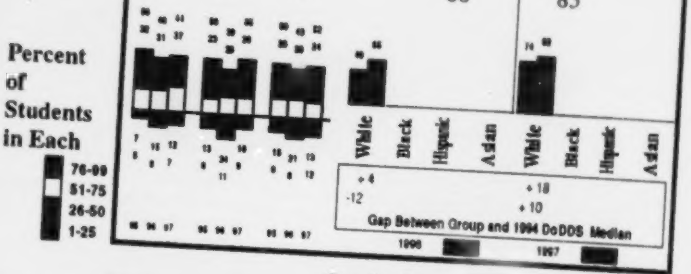
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Volunteers averaged over 1,000 hrs. per month helping in classrooms and school activities. Parents are involved in decision making through SAC, SILT, and PTO. Parents participated in training seminars. Two-way communication goals were determined to be effective as per a school-wide parent survey. Ways to further involve fathers will be part of the new SIP.

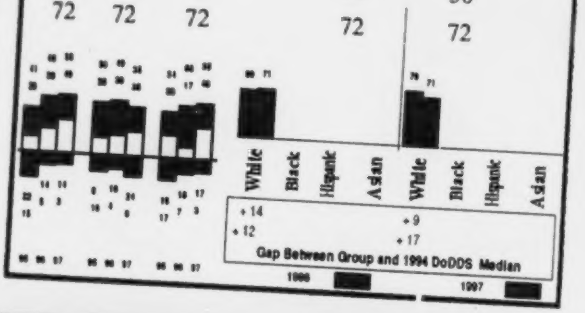
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72.8	78	75.3	62	76
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	86	86	85	86	85



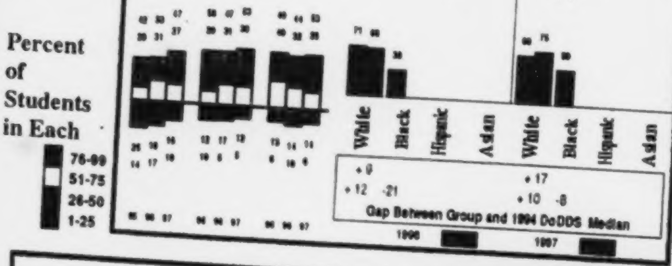
Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	68	66.8	69.8	70.6	68.7
	66.3	66.6	69.4	64.5	65.5
	67.2	63.9	67.5	62.8	62.6
	50	50	50	50	50
	72	72	72	72	72



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	74.3	77.7	78.5	68	75
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	77	77	77	77	77



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	`511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	76	715.1	741.1	12%	55%	20%	11%	1%
5	96	83	745.5	741.9	40%	43%	16%	0%	1%
5	97	82	730.1	734.5	32%	55%	7%	4%	2%

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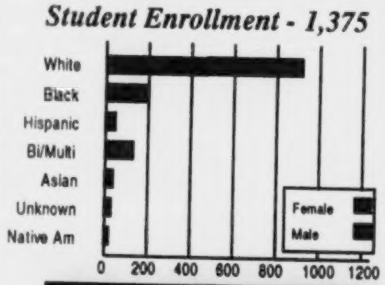
Suffolk, Great Britain

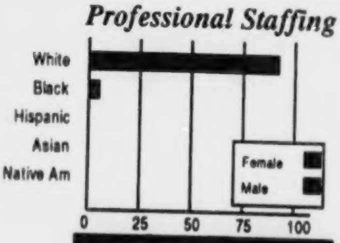
Department of Defense Education Activity
Lakenheath Elementary School (PK-5)
1996/97 School Profile
Ed Drozdowski, Principal

School Characteristics


Student Enrollment - 1,375

Grade	#
PreK	51
K	159
1	228
2	238
3	227
4	248
5	224
Total	1375

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	98%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%


Professional Staffing

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	169	12%
K-8	TAG	83	6%
K-12	ESL	148	11%
1	Reading Recovery	28	12%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	1
7-10	9
> 10	88

Mobility Rate
43% Per Year

School Staff

Category	FTE
Administrators	4
Classroom Teachers	55
Special Education	16
Other Professionals	20.5

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	74%
Doctorate	0%

Principal's Highlights

The school improvement process continues to be a day to day learning experience. We have become very comfortable with language arts strategy; writing across the curriculum. However, when we attempted to have all staff score the writing assessment using a rubric, a number of staff were not at ease using a rubric. Therefore, we believe, the data is not an accurate reflection of student progress. As this year we focused on implementing language strategies and assessment, next year our prime focus will be on math.

We opened a parent center in October providing an area of common ground within the school where parents and staff gather. We have a continuing Parent/Teacher/Student Association. The School Advisory Committee had a slow start but a fabulous finish conducting parent surveys providing us information on parent satisfaction or dissatisfaction. Many teachers utilized group conferences and several had student led parent conferences to exchange information. We have two computer labs and a separate keyboarding lab. Two staff members conducted after school computer clubs for grades two through five. The vast majority of staff can send and receive cc:Mail. Several training sessions were held to improve individual teacher skills and increase to increase use of technology across the curriculum.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.
Writing Across the Curriculum was the focus and the strategy was implementation of the writing process. This was assessed through comparing two writing prompt samples which were administered in November and February. Training in scoring with a rubric was provided for teachers and parents who were involved in scoring and comparative data was collected.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Problem solving was the focus and the grade levels formulated action plans to teach problem solving procedures to increase student achievement in math. For SY 97-98 a math committee will be formed to support this benchmark and the strategies will be implemented.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
LES continued to use established forms of communications throughout the school and between school and home. SAC surveys were formulated to illuminate areas of success and those where further improvement is still needed.

Benchmark 10.8: Establish Technology for teachers and administrators.
The use of electronic technology across the curriculum was the focus. To ascertain the skill levels in the faculty, a self assessment survey was distributed. In-services were provided in response to identified needs. Data has been collected and collated to indicate usage of electronic technology in the classrooms. This baseline data will serve for comparison for SY97-98.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.2	3.50	3.70
Co-Supporters	2.6	3.03	3.31
Co-Learners	2.7	2.84	3.00
Co-Teachers	3.1	3.09	3.31
Co-Advisors	2.7	3.00	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

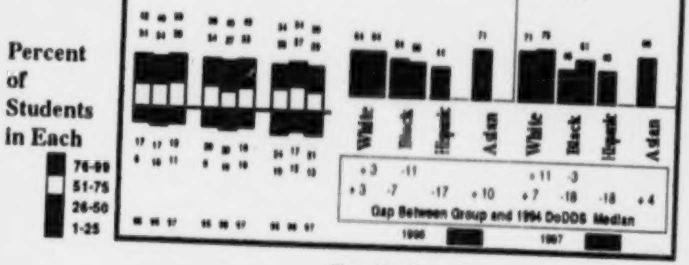
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

The goal of establishing an active Parent Center was achieved. This Center has been consistently used by parent groups and a data collection system to document type and frequency of use is being maintained. Increased parent involvement in all aspects of school life and a better understanding of the role of School-Home Partnership will be the focus for SY 97-98.

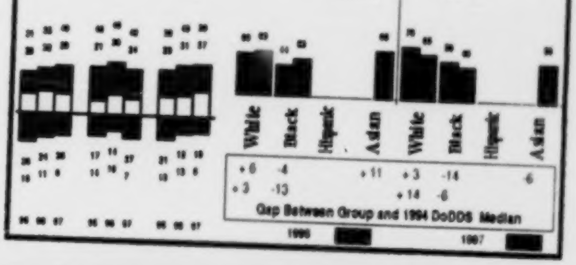
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70.9	71.3	65.2	61.9	74.2
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	204	203	203	203	202



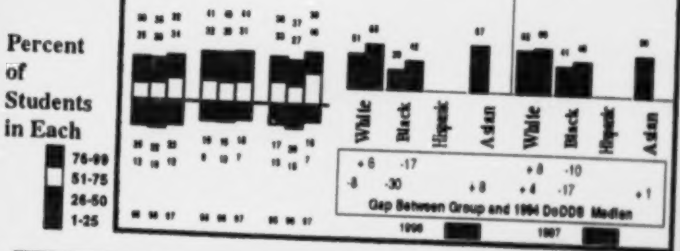
Grade 4

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.8	64.7	67.1	62	59.7
District	66.3	66.6	69.4	64.5	65.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	230	230	229	229	230



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.8	71.4	67.4	62.3	61.8
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	200	197	197	197	197



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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Commercial Phone:
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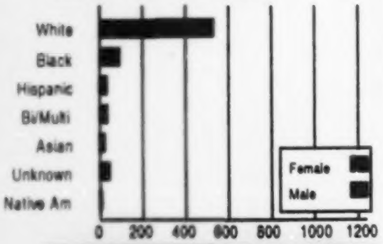
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	215	735.6	741.1	12%	63%	18%	7%	0%
5	96	193	734.5	741.9	28%	55%	14%	3%	0%
5	97	196	728.1	734.5	30%	56%	10%	3%	2%

Norfolk,
Great Britain

Department of Defense Education Activity
Lakenheath Middle School (6-8)
1996/97 School Profile
Shelley Rucker, Principal

School Characteristics

Student Enrollment - 773



Grade	#
6	286
7	263
8	224
Total	773

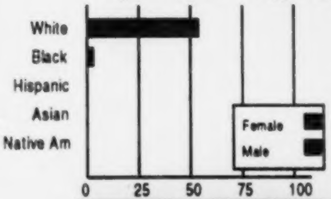
Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	<.5%
Air Force	95%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	83	11%
K-8	TAG	98	13%
K-12	ESL	54	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	78	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	0
7-10	2
> 10	47

Mobility Rate
22% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	7.5
Other Professionals	6

Teacher Education	
Degree	% Teachers
BA/BS	18%
MA/MS	81%
Doctorate	2%

Principal's Highlights

I am pleased to share that the staff of Lakenheath Middle School is very familiar with the SIP and the Action Plan components in this process. The expectation was established last school year that evidence of implementation of the SIP and the Action plan would be shown through House plans, teacher anecdotal records, questionnaires to the staff, and planning records. This continues to be an expectation for the coming year.

The year started off with excitement about the SIP process, however irregular attendance by all constituents minimized the effectiveness of the meetings. The size of our school [750 students], the campus layout and military requirements often impacted results. Finding the time to collect our base line data was also difficult at times.

However we know and understand that SIP is a living process which will be with us at least till the year 2000. Therefore we have embraced the process especially because we are beginning to see some positive responses and growth amongst our students and staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Our focus was improving student writing through writing across the curriculum and using the writing process. Results of a teacher survey showed 75% of the teachers polled (approximately 70% of the faculty) use a writing process at least weekly, and 50% used rubric scoring regularly to score student work.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Continued focus on implementation of the MathLand and Interactive Math programs with math teachers attending an average of 3 training sessions. Improvement in student performance shows successful emphasis on cooperative group strategies. Supplemental materials added to support computation strategies.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

We have increased the use of cc-Mail for intra and inter-school communication. LAMS homepage was established. House committee representatives communicate committee reports at team meetings.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The focus was increased use of technology by students. Departments utilized appropriate technology that applied to their subject matter. An end-of-year survey showed 50% of students using the technology. 65% of students use Internet and 83% know correct keyboard fingering.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.0	3.50	3.70
Co-Supporters	2.6	3.03	3.31
Co-Learners	2.3	2.84	3.00
Co-Teachers	2.7	3.09	3.31
Co-Advisors	2.4	3.00	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

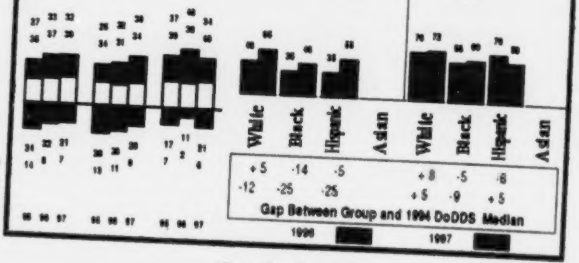
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Our focus included: utilization of the parent center on several occasions, including a one-day workshop; implementation of co-communicators and father (male) inclusion, including an inservice for parents and teachers; preparation by each house of action and implementation plans to include the above topics; parent and teacher surveys conducted.

Grade 6

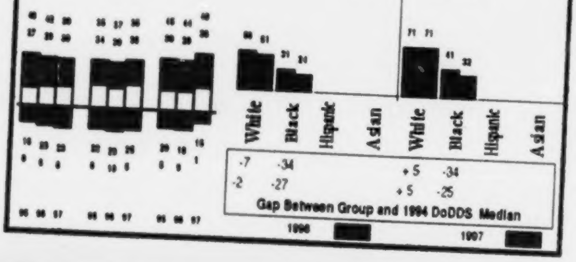
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.2	67.6	62.8	60.7	66.5
District	66.5	67.7	66.5	63.1	67.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	262	262	261	260	260

Percent of Students in Each



Grade 7

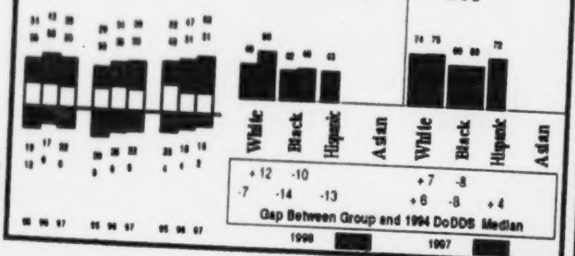
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68	62.5	74.7	48.2	69.3
District	69.8	64.3	73	51.2	70.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	237	236	237	234	237



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.4	69.5	76.5	63.6	69.5
District	69.6	70.1	76.8	64.9	70.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	218	218	216	218	216

Percent of Students in Each



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Verbal Avg Score	96	NA	525	518	505
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DSN Phone: 226-7006/7
Fax Number: 44-1842-827329
Commercial Phone:
44-1842-828245

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	187	764.7	767.6	31%	23%	29%	18%	0%
8	96	177	758.9	770	14%	44%	32%	10%	1%
8	97	203	687.5	689	25%	48%	18%	8%	1%

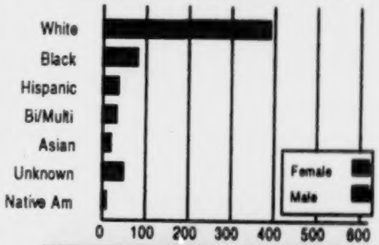
Norfolk,
Great Britain

Department of Defense Education Activity
Lakenheath High School (9-12)
1996/97 School Profile

Harold Palmer, Principal

School Characteristics

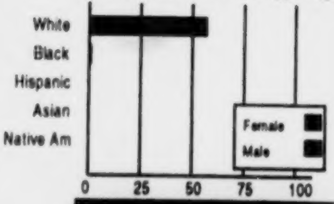
Student Enrollment - 618



Grade	#
9	178
10	170
11	145
12	125
Total	618

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	1%
Air Force	84%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	60	10%
K-8	TAG	N/A	N/A
K-12	ESL	63	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	52	
AP Courses Offered		9	
Students Taking AP Courses		99	37%

Teacher Experience

Year	Teachers
New	0
1-3	1
4-6	1
7-10	3
> 10	53

Mobility Rate
21% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	4.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	28%
MA/MS	71%
Doctorate	2%

Principal's Highlights

Progress in the school improvement process is shown through the increased percentage of report card grades in the "A" & "B" range. This is attributable to a school initiative which decreased the amount of class time missed for school, district, and area sponsored events. In addition, our CTBS scores improved in nearly every category. A survey of parents indicated that the Parent Newsletter was effective in communicating information to the parents, and that overall, the school is successful in its efforts to communicate with home.

During the year we have had several combined meetings of representatives of the Booster Club, SAC, and SILT in an effort to coordinate the goals and objectives of each of the groups towards common school outcomes. We continue to have excellent parental involvement in the school, with increased teacher to parent contacts. Our distance education program continues to have considerable success with most students receiving "A's" in their courses. Plans are also well underway for a complete refurbishment of the media center and main building. As a result, by February 1998, over 20 classrooms will be connected to the media center with access to the internet. By the fall of 1998, all classrooms on campus will be connected to LAN and the internet.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

FOCUS: Improve Language Arts Performance Analysis: Student writing is improving as measured by school-wide fall and spring assessments. The greatest improvements are for freshmen and for those who were already proficient writers. More work is needed for the not so proficient writers.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

FUTURE PLANS: All math subjects will use pre and post tests: data will be collated according to gender and ethnicity. End of year data will be gathered from the SIMS program to determine any racial/ethnic/gender gaps. Preliminary indicators are that there are no gaps in any of these areas report card grades.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

ANALYSIS: Twenty classrooms and the media center will be LAN this summer providing improved communication for both teachers and students. Additional internet sites are scheduled for next year.

Benchmark 10.8: Establish Technology for teachers and administrators

Increased computer use will be measured by student surveys. Teacher training occurred four times this school year with an Air Force volunteer providing additional training. Improved technology and increased staffing for technology support is being planned. The school has an active technology committee that developed a plan for the future. Computers and E-mail are available to teachers.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.50	3.70
Co-Supporters	3.4	3.03	3.31
Co-Learners	3.0	2.84	3.00
Co-Teachers	3.3	3.09	3.31
Co-Advisors	2.8	3.00	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

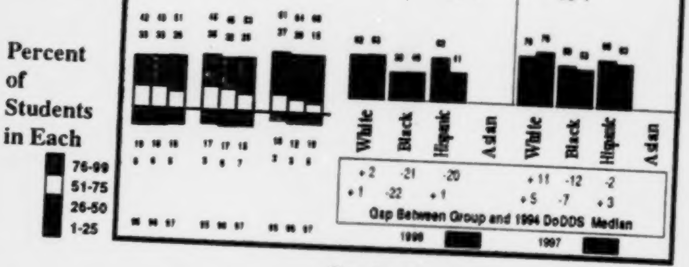
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Communication between home and school is mostly school to home. Parents report they feel comfortable contacting the school, although most do not feel the need, as indicated in a parent survey. Improved scheduling and personal contacts increased attendance at parent/teacher conferences. A committee met to address combining SAC and Booster Club goals with our SI Plan.

Grade 9

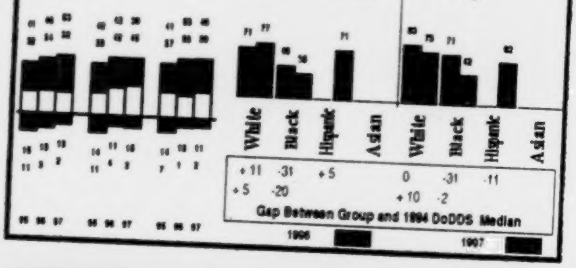
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.7	77	87.4	55.7	71.6
District	75.3	75.2	85.8	63.7	73.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	152	154	156	157	154

Percent of Students in Each



Grade 10

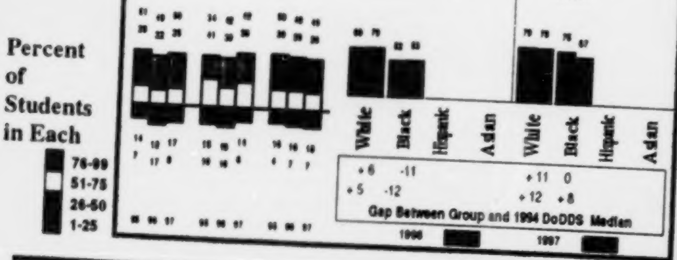
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	77.8	71.3	74.4	73	69
District	77.9	71.5	76.3	75.2	72.3
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	148	148	147	148	148



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.4	71.1	74.7	65.7	75.5
District	75	69.5	74.4	62.2	73.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	131	132	130	132	132

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	57%	62%	62%	41%
	97	74%	71%	63%	41%
Math Avg Score	96	517	501	506	508
	97	512	503	505	511
Verbal Avg Score	96	528	525	518	505
	97	536	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lakenheath HS
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DSN Phone: 226-3115
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Commercial Phone:
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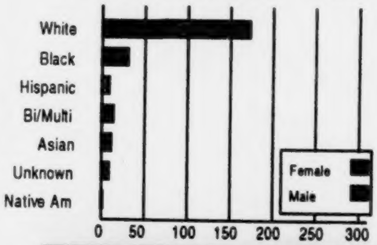
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	140	810.9	792.8	29%	39%	26%	6%	0%
10	96	161	773.7	798.9	17%	47%	27%	8%	1%
10	97	158	712.6	711.6	41%	42%	14%	1%	2%

Bucks HP,
Great Britain

Department of Defense Education Activity
London Central High School (7-12)
1996/97 School Profile
Paul R. Ristow, Principal

School Characteristics

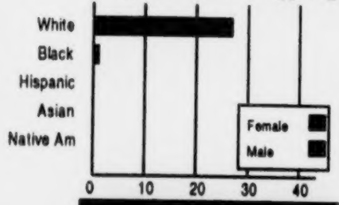
Student Enrollment - 250



Grade	#
7	29
8	39
9	54
10	44
11	52
12	32
Total	250

Sponsor Affiliation	
Marine	4%
Army	8%
Navy	54%
Air Force	11%
Coast Guard	<.5%
Non-US Military	2%
US Civilians	20%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	21	8%
K-8	TAG	N/A	N/A
K-12	ESL	4	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	7	
AP Courses Offered		9	
Students Taking AP Courses		27	32%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	3
7-10	5
> 10	29

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	32%
MA/MS	61%
Doctorate	7%

Principal's Highlights

During the 1996-97 school year, the SIP process continued to evolve as an instrument of change; an ever-increasing body of stakeholders had participated in the process through the School Improvement Leadership Team. The number of parents actively participating in the process has been most gratifying. A significant increase has also been witnessed in SAC and PTSO participation. Writing across the curriculum remains a key component of the school's Improvement Plan. A review of the 4.2 benchmark has resulted in a SILT decision to approach this benchmark from a different perspective focusing on mathematics in all subject areas.

Despite high ratings in communications (85% good to superb), a continued effort is in place due to the wide dispersion of multi-service operations in the greater metropolitan London area and the addition of students that will be coming from RAF Croughton and RAF Fairford. An area that still lags behind other UK schools involves technology. While computer usage in the regular classroom, distance education, use of the internet and homepage activities are on-going daily activities, the school has yet to have a LAN system installed. School officials and parents are now exploring an alternative means for the installation of a local area network for the entire London Central campus.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....
Writing Across the Curriculum. Teachers required students to write in all their classes this year. Appropriate styles and methods were used according to the class involved. A Pre- and Post- Writing Assessment was carried out at the school, with the writing samples graded holistically by the entire staff and parents in SY 1996-97.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
After a comprehensive review at the end of the school year, the SILT recommended a new focus that could be tied to the 3.1 benchmark focus and pursued across all curricular areas.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
Parent forums were conducted in all feeder communities of LCHS. Forums enhanced the flow of communication on many topics of both a general and specific nature. One result of the parent forums was the decision to utilize e-mail for all school correspondence in SY1997-98.

Benchmark 10.8: Establish Technology for teachers and administrators...........
The need of a LAN system at this school remains paramount. The use of e-mail between student, parent and staff is essential to any high school but even more so in a Dorm school. Access was established and utilized by students and staff but remains limited to the media center and computer lab.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.50	3.70
Co-Supporters	3.1	3.03	3.31
Co-Learners	3.1	2.84	3.00
Co-Teachers	3.1	3.09	3.31
Co-Advisors	3.9	3.00	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

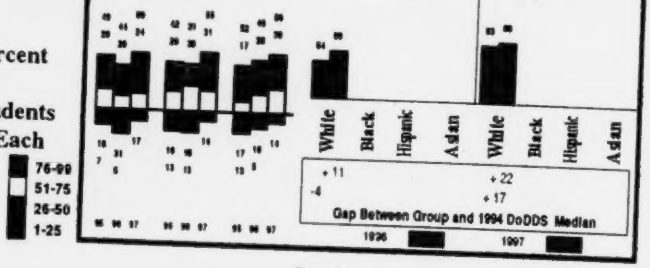
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent Involvement in the School. Our school is well supported by the parents and community. Organizations such as PTSO, SAC, DAC, and various booster groups provide a high level of support for both academic and extra curricular activities.

Grade 7

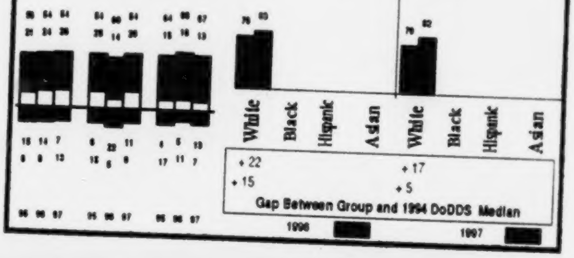
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	82	78	75	59	84.5
District	69.8	64.3	73	51.2	70.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	29	29	28	29	28

Percent of Students in Each



Grade 9

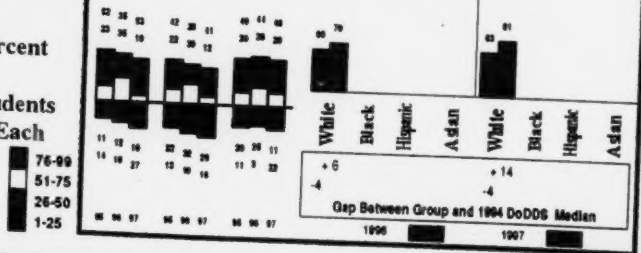
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	79	76.8	85.8	80	78.7
District	75.3	75.2	85.8	63.7	73.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	46	46	45	47	45



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	77	68	72	61.5	73
District	75	69.5	74.4	62.2	73.8
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	49	49	46	48	47

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	80%	62%	62%	41%
	97	72%	71%	63%	41%
Math Avg Score	96	495	501	506	508
	97	517	503	505	511
Verbal Avg Score	96	531	525	518	505
	97	532	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	25	750.2	767.6	32%	12%	28%	28%	0%
8	96	26	804.2	770	50%	39%	8%	0%	4%
8	97	32	696.7	689	47%	28%	19%	3%	3%
10	95	57	778.7	792.8	21%	37%	30%	11%	2%
10	96	47	750.3	798.9	15%	51%	21%	9%	4%
10	97	38	704.5	711.6	26%	45%	29%	0%	0%

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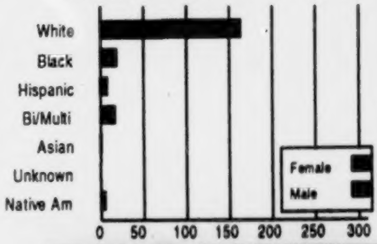
North Yorkshire,
Great Britain

Department of Defense Education Activity
Menwith Hill Elementary School (PK-9)
1996/97 School Profile
Thomas Smith, Principal

School Characteristics

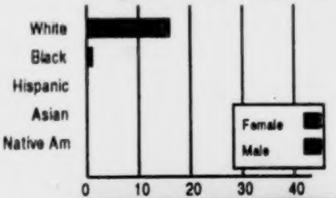
Student Enrollment - 213



Grade	#
PreK	3
K	14
1	14
2	24
3	18
4	23
5	19
6	25
7	26
8	25
9	22
Total	213

Sponsor Affiliation	
Marine	3%
Army	24%
Navy	7%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	44%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	12%
K-8	TAG	27	14%
K-12	ESL	1	0%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	3
7-10	1
> 10	14

Mobility Rate
30% Per Year

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	12
Special Education	2
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	41%
MA/MS	59%
Doctorate	0%

Principal's Highlights

Menwith Hill E/M School has grown this year by approximately 15%. 230 students are in a pre-K - 9 program with one class per grade level K-5. Specialists are shared in support of the total school population. There is a common planning period for the elementary staff. The middle school staff meets regularly. The staff participated in an in-service training program with the district LA coordinator to develop rubrics for lang. arts. Two writing samples were undertaken. A similar program was developed for the math program. Results of both showed significant developmental progress overall.

MHS has a strong PTA, FAST program, SHP program, SAC and SILT which provide encouragement and motivation for the improvement of school programs. 150 volunteers regularly help in the school. Other academic programs of significance are the Navy's Saturday Scholars Program, FLES (all students have weekly French classes), and Mathland which is firmly established at the elementary level.

A tradition of recognition for academic excellence & social development is well established.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies

Strategies focused on improving student writing. To measure improvement, students wrote to a common prompt in Fall and Spring; samples were scored holistically by the entire staff. Teachers received training on scoring rubrics and holistic scoring. Overall, students are writing more in all curricular areas and data is consistently being gathered to measure student progress.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Student problem-solving techniques remain the focus of strategies. Surveys indicated a variety of teacher implemented problem-solving techniques in Math and Science. Math assessments in Fall & Spring showed marked improvement in student achievement in problem solving/critical thinking. Staff continues to look at CTBS math & science for achievement gaps.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Emphasis on increased staff use of cc:Mail, phones, copiers, and fax machines. A survey was developed and implemented in Fall and Spring which indicates increased daily use of cc:Mail. Further indications are that improved equipment (a school-wide LAN, new phone system & new copiers) would foster greater & more efficient communication.

Benchmark 10.8: Establish Technology for teachers and administrators

Increase in use of electronic technology remains central. Strategies focused on training for teachers, need for school-wide LAN, and increase in student use of computers. A survey to establish baseline data for teacher training was implemented in the Fall. Installation of school-wide LAN and teacher training are crucial to teacher & student success regarding technology.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.7**	**3.50**	**3.70**
Co-Supporters	**3.3**	**3.03**	**3.31**
Co-Learners	**3.1**	**2.84**	**3.00**
Co-Teachers	**3.0**	**3.09**	**3.31**
Co-Advisors	**3.1**	**3.00**	**3.17**

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

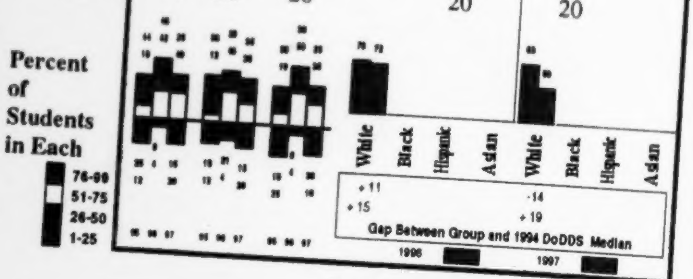
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

100% two-way communications between school & community continues as focal point. Results of a parent/community survey indicate that school communication is adequate and effective. Through FAST, a strong volunteer program, and a variety of other avenues, parents & community members are involved in the school and school-related activities.

Grade 3

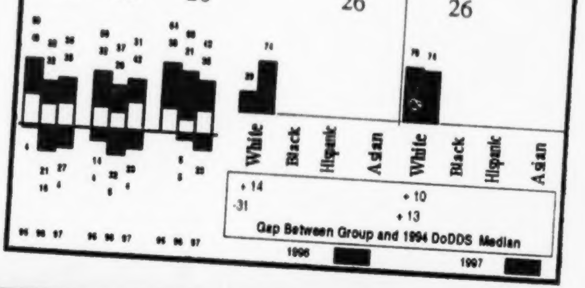
1997 Median Percentiles for:

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	63	67.5	61	59.5	51.5
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	20	20	20	20	20



Grade 6

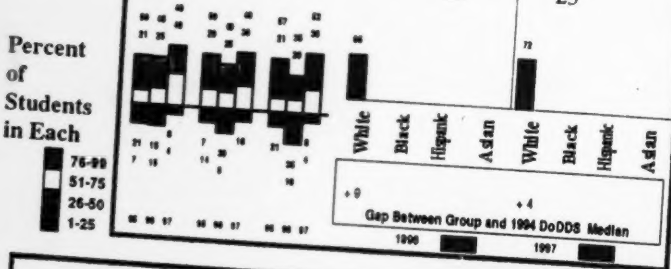
	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	64	63	70	70.5	71.6
District	66.5	67.7	66.5	63.1	67.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	26	26	26	26	26



Grade 8

1997 Median Percentiles for:

	Benchmark 3.1			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	72	75	76	64	70
District	69.6	70.1	76.8	64.9	70.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	25	25	25	25	25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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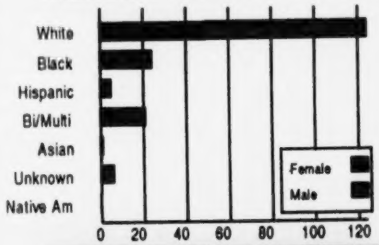
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score						
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	19	734.7	741.1	26%	47%	21%	0%	5%
5	96	18	748.8	741.9	33%	50%	17%	0%	0%
8	95	14	817.8	767.6	57%	21%	14%	7%	0%
8	96	18	821.4	770	39%	50%	11%	0%	0%
8	97	24	730.3	689	50%	42%	8%	0%	0%

Middlesex,
Great Britain

Department of Defense Education Activity
West Ruislip Elementary School (PK-6)
1996/97 School Profile
Cathy Magni, Principal

School Characteristics

Student Enrollment - 181



Grade	#
PreK	6
K	13
1	16
2	34
3	28
4	24
5	30
6	30
Total	181

Sponsor Affiliation	
Marine	4%
Army	9%
Navy	60%
Air Force	12%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Special Programs

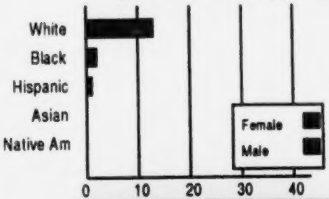
Grade Offered	Program	#	%
PK-12	Special Education	29	16%
K-8	TAG	29	17%
K-12	ESL	3	2%
1	Reading Recovery	0	0%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	0
> 10	15

Mobility Rate
41% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	25%
MA/MS	56%
Doctorate	19%

Principal's Highlights

The SILT team, with the support of the community and the key communicator, has provided leadership for the school in communicating the benchmarks and the SIP. The major accomplishment is the establishment of an assessment package for all benchmarks. Teachers have supported the assessments through planning and revising the instruments, as well as, administering and scoring the assessments. These data provide the basis for a plan for the coming school year.

Military representatives have been involved in the SIP and SILT team and provided support through the establishment of the Partners for Excellence Program.

Events that support the strong School/Home Partnership continued and improved this year with a focus on two-way communication. Highlights included Sponsor Week, Contract for Kids, Family Nights, a strong school volunteer program and technology in-service, training, and development of HomePage.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Writing: Established a pre and post writing assessment baseline data system consisting of rubric scores, grade level equivalents, and specific instructional development. Continued with strategy interventions.

Reading: Continued with strategy interventions, i.e., book clubs, literature circles and response to literature.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Established pre and post mathematics assessment to collect data in the area of computation/estimation. Continued with strategy implementation of Mathland including a variety of events such as Math Explosion Week, Family Math Night featuring hands-on Mathland experiences for parents. Computation skills were highlighted through inservice.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Improved communication has been a major goal this year. Efforts to emphasize two-way communication have been evident. Parent Advisory Board established in two classrooms. A Home Page was developed and published widely resulting in improved communication. The parent bulletin was placed on the HomePage.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology inservice planned for educators through the year 2000 based on needs assessment. This year teachers received training on cc:Mail, CD ROM's and curriculum and the Internet Administrator also received training at each DSO principals' meeting. The LAN is to be installed this summer and we recently received new video conference equipment.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.3**	**3.50**	**3.70**
Co-Supporters	**3.2**	**3.03**	**3.31**
Co-Learners	**2.9**	**2.84**	**3.00**
Co-Teachers	**3.0**	**3.09**	**3.31**
Co-Advisors	**2.5**	**3.00**	**3.17**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

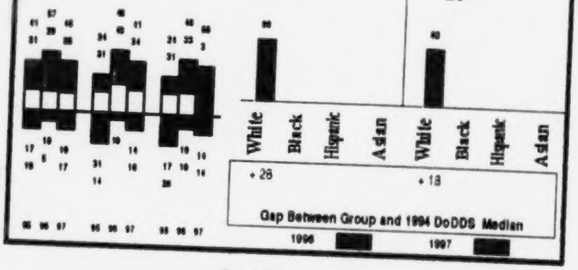
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Implementation of Multi-Tiered School/Home Partnership included a wide variety of activities such as establishment of a classroom Parent Advisory Council, Family PE/Writing/Math Nights, Math Explosion Week, a parent-driven Writing Assessment Committee, Parent University, improvement of two-way communication and Contract for Kids.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73.8	71	86	86	82
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	29	29	29	29	29

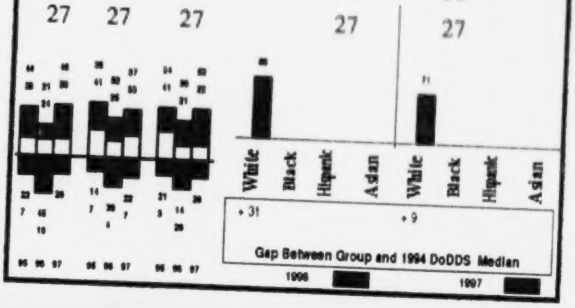
Percent of Students in Each



76-99
51-75
26-50
1-25

Grade 4

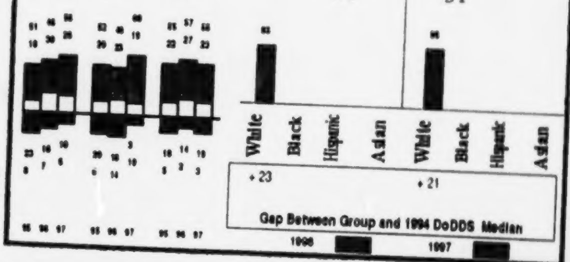
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	74	68	79	80	70
District	66.3	66.6	69.4	64.5	65.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	27	27	27	27	27



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	84	84.5	81.3	80.7	83.3
District	66.5	67.7	66.5	63.1	67.3
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	31	31	31	31	31

Percent of Students in Each



76-99
51-75
26-50
1-25

SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

West Ruislip ES
PSC 821, BOX 104
FPO AE 09421-0005

DSN Phone: 235-6688
Fax Number: 44-1895-616681
Commercial Phone:
44-1895-616678

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	50	735.3	741.1	20%	56%	14%	8%	0%
5	96	25	772.4	741.9	52%	36%	8%	4%	0%
5	97	28	763.9	734.5	50%	39%	7%	4%	0%

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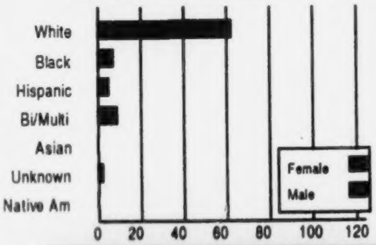
Angus, Scotland

Department of Defense Education Activity
William F. Halsey Elementary/Middle School (K-8)
1996/97 School Profile
Barbara Mayers, Principal

School Characteristics

Student Enrollment - 85



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	6	7%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	0	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

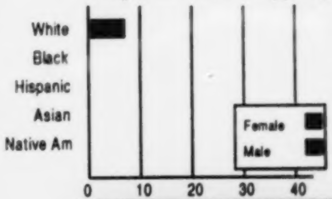
Grade	#
K	3
1	8
2	5
3	19
4	12
5	12
6	10
7	7
8	9
Total	85

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	85%
Air Force	11%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
N/A

Professional Staffing



School Staff	
Category	FTE
Administrators	
Classroom Teachers	
Special Education	
Other Professionals	

Teacher Education	
Degree	% Teachers
BA/BS	14%
MA/MS	86%
Doctorate	0%

Principal's Highlights

The closure of W. F. Halsey School provided a unique opportunity to focus on each child individually which we seized with both hands. Daily lunch conferences helped our faculty closely track each child's improvements academically and socially.

Local assessment results rose dramatically (the lowest reading test score in 1/2 grades was 95%), and behavior problems were minimal and very low-level.

We feel that we are going out flying high and regret not receiving the new CTBS scores to see whether norm referenced tests show as much success as criterion referenced tests have.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang.Arts. and Soc. Studies.

Employ a writing process.
Writing across the curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Involve students simultaneously in learning.
Communication.
Parent/community involvement.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Communication between all constituents.

Benchmark 10.8: Establish Technology for teachers and administrators.

Computer Instruction.
Use of Technology.
Communication through technology.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators		3.50	3.70
Co-Supporters		3.03	3.31
Co-Learners		2.84	3.00
Co-Teachers		3.09	3.31
Co-Advisors		3.00	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

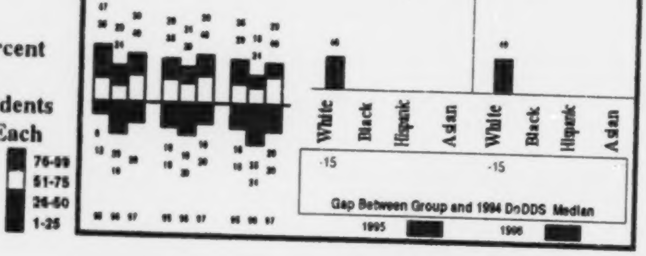
Classroom assistance.

School/home partnership.

Grade 3

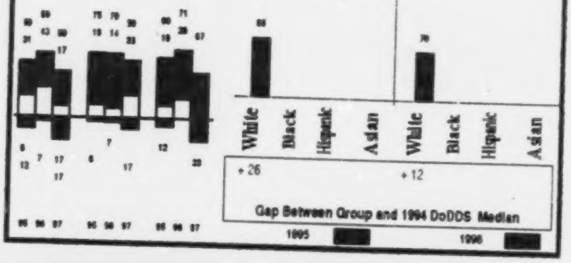
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	59	56.5	45	56.5
District	70.4	72.9	70.9	64.4	74
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	10	10	10	10	10

Percent of Students in Each



Grade 5

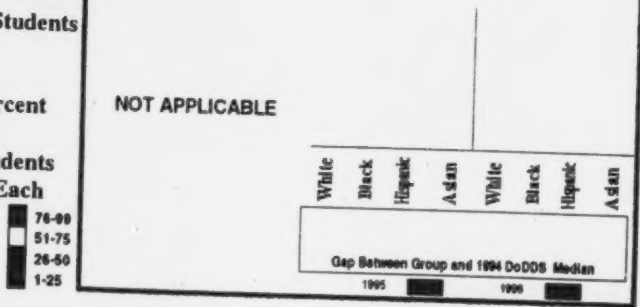
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District	65.6	70.9	68.4	64.5	65.4
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	6	6	6	6	6



1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	62%	62%	41%
	97	NA	71%	63%	41%
Math Avg Score	96	NA	501	506	508
	97	NA	503	505	511
Verbal Avg Score	96	NA	525	518	505
	97	NA	533	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wm. F. Halsey ES/MS

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	16	763.1	741.1	6%	88%	0%	6%	0%
5	96	11	774.7	741.9	55%	36%	9%	0%	0%
5	97	6	771.2	734.5	33%	67%	0%	0%	0%
8	95	12	824.3	767.6	58%	33%	8%	0%	0%
8	96	14	781.7	770	14%	50%	36%	0%	0%

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SECTION J

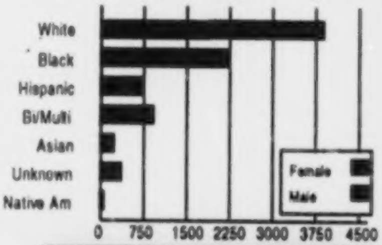
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

WUERZBURG DISTRICT
1996-1997

Department of Defense Education Activity
Wuerzburg District
1996/97 Profile
Richard Osner, Superintendent

District Characteristics

Student Enrollment - 8,431



Grade	#
PreK	167
K	958
1	1037
2	978
3	854
4	776
5	704
6	616
7	563
8	483
9	434
10	377
11	265
12	219
Total	8431

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

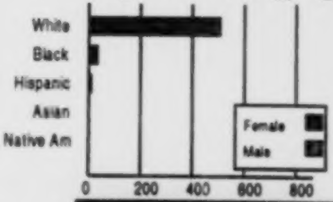
Grade Offered	Program	#	%
PK-12	Special Education	700	8%
K-8	TAG	806	11%
K-12	ESL	431	5%
1	Reading Recovery	65	6%
7-12	AVID	170	[illegible]
Students Taking AP Courses		203	42%

Teacher Experience

Years	Teachers
New	10
1-3	27
4-6	14
7-10	39
> 10	484

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	30
Classroom Teachers	412
Special Education	42.5
Other Professionals	99.5

Teacher Education

Degree	% Teachers
BA/BS	34 %
MA/MS	64 %
Doctorate	2 %

Superintendent's Highlights

The Wuerzburg District serves a diverse population across a wide geographical area at 19 elementary, middle and high schools. Guided by the DoDEA Strategic Plan, the District continues to foster high expectations, instructional leadership and excellence in teaching to realize our primary mission of helping all students achieve in a caring environment.

As the implementation of the District Improvement Plan proceeds; our emphasis on the interrelationship of curriculum, instruction, and assessment, as the infrastructure for student success, continues to guide our efforts as a District Team. Highlights of this school year include Curriculum Day, an emphasis on instructionally - oriented assessment, the development of a District Technology Training Plan, and a variety of District-sponsored student activities such as Model UN, Foreign Language Festival and the Language Arts Festival.

As a District, we will continue to coordinate efforts aimed at the successful attainment of the DoDEA Strategic Plan in order to build a world of learning and achievement for ALL students.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

The District continues to provide support to schools through ongoing training and assistance in the implementation of the new standards and expectancies and holistic assessment of student writing. A District Assessment Pilot Project involves the use of scoring rubrics to assess student writing. Students' assessment results are then used to guide instructional decisions.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Routine use of constructivist methodologies narrow the racial/ethnic/gender gap in math and science. Workshops designed to integrate math and science (K-12) were provided for teachers to investigate and apply constructivist techniques to further student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Effective communication among all DoDEA constituencies is imperative for the successful delivery of services to the stakeholders of our educational system. To this end, the District's primary focus has been on exploring and implementing ever more efficient ways of communicating. One method has been to consolidate and streamline communications from the District office.

Benchmark 10.8: Establish Technology for teachers and administrators

The District provided training for teachers in educational technology at all four levels of our technology continuum. Over 500 teachers took advantage of classes to enhance their computer skills. The district also took the initiative to upgrade and expand computer hardware capabilities for students in the classroom and for teacher, and administrative use.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.67	3.70
Co-Supporters	3.18	3.31
Co-Learners	2.83	3.00
Co-Teachers	3.22	3.31
Co-Advisors	3.09	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

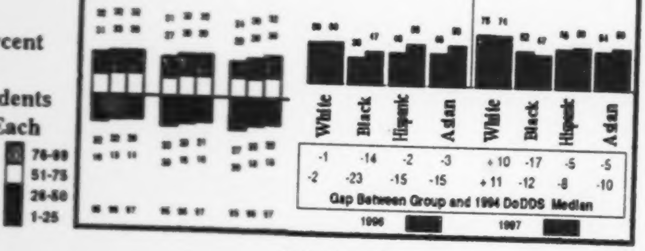
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

School/Home/Community Partnership is a dynamic initiative in enhancing learning for students. All dimensions of the multi-tiered model are evident in all our schools. School Complex Key Communicator Training is in progress. A District SHP newsletter is being published. Increasing involvement in the School/Home Partnership as it relates to all students's success is a priority.

Grade 3

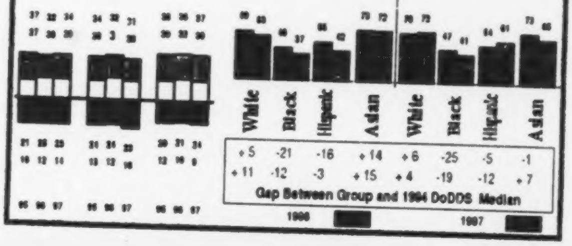
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	773	772	772	772	771

Percent of Students in Each



Grade 7

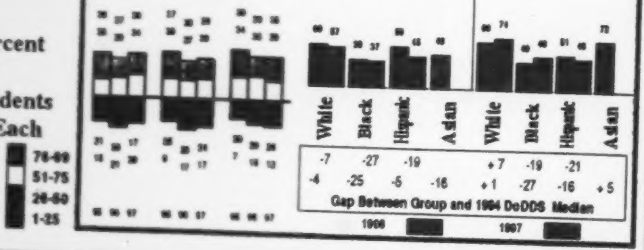
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	518	518	517	515	515



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	247	246	247	246	246

Percent of Students in Each



SAT Results		District	DoDDS	Nation
% Participating	96	60%	62%	41%
	97	52%	63%	41%
Math Avg Score	96	482	506	508
	97	460	505	511
Verbal Avg Score	96	519	518	505
	97	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Wuerzburg District
Attn: Richard Osner
417th BSB, Unit 26124
APO AE 09031

DSN Phone: 355-8761
Fax Number: 49-9321-37815
Commercial Phone:
49-9321-37914

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	533	735.0	741.1	15%	56%	19%	10%	1%
5	96	581	729.1	741.9	30%	50%	16%	3%	2%
5	97	633	736.2	734.5	29%	60%	7%	4%	1%
8	95	460	773.8	767.6	40%	21%	25%	13%	2%
8	96	413	768.5	770	20%	44%	29%	6%	1%
8	97	416	691.6	689	27%	49%	16%	8%	1%
10	95	263	772.0	792.8	15%	38%	31%	15%	1%
10	96	245	790.9	798.9	22%	48%	24%	5%	0%
10	97	321	711.8	711.6	35%	40%	19%	5%	0%

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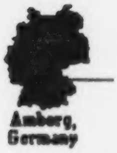
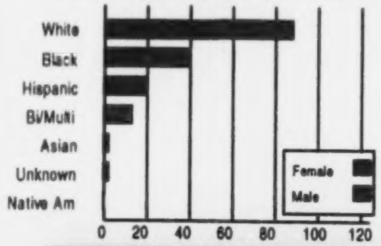


Department of Defense Education Activity
Amberg Elementary School (PK-6)
1996/97 School Profile
Letcher Connell, Principal

School Characteristics

Student Enrollment - 165



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	10	6%
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	1
K	16
1	32
2	23
3	26
4	25
5	26
6	16
Total	165

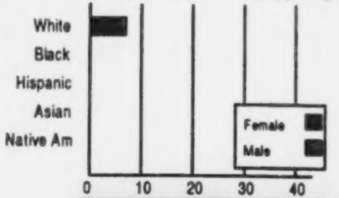
Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	1
> 10	8

Mobility Rate
46% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	7
Special Education	0.5
Other Professionals	0.5

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Amberg's School Improvement Leadership Team was made up of parents, military representatives and teachers. It should be noted that every member with the exception of the principal was new to this team. At the beginning of the school year School Improvement Leadership Team training was conducted by the Wuerzburg District Office personnel.

Amberg Elementary School continued to focus on the academic areas of social studies and science.

An active Parent Teacher Organization (PTO) supported curricular and extra-curricular programs. The School Advisory Committee (SAC) developed a schedule of parent volunteers to act as crossing guards to insure the safety of our students that must walk to school.

A new computer lab of 25 Pentium computers was set up with help from parent volunteers, our Adopt A School Unit and the District Office personnel. A small information center was also established off the media center.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Teachers provided direct instruction in map and graph interpretation and application. Since there was not an increase in scores across grade levels, we plan to continue instruction and modify where needed. Teacher in-service will be provided on better use of the rubric.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Because of our small numbers, there was no evident gap. Teachers used a wide variety of teaching strategies that addressed different learning styles for all students. Learning logs were used to record student responses to determine if higher level thinking skills were being used.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Teachers communicate on a regular basis with parents through newsletters. Because of the close proximity of the housing area, frequent phone calls and one-on-one conversations are common place. Teachers and staff are well versed and regularly use CC:mail as an effective communication tool with other schools and the DSO.

Benchmark 10.8: Establish Technology for teachers and administrators.

A majority of teachers have been involved in some level of district computer training. 100% of our teachers completed Level 1 courses. The district computer coordinator provided an introduction to the Internet for all classroom teachers and administration.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.67	3.70
Co-Supporters	4.4	3.18	3.31
Co-Learners	4.0	2.83	3.00
Co-Teachers	4.0	3.22	3.31
Co-Advisors	4.0	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

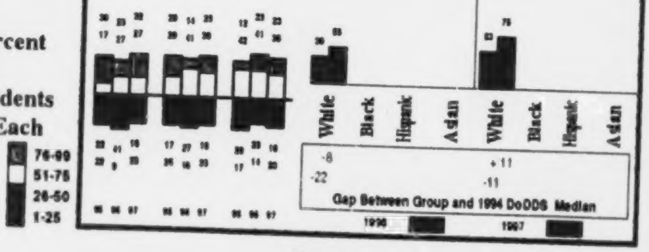
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parents have worked as co-learners and facilitators within the classroom. Parents volunteered to run the school crossing-guard program. Our home-school partnership supports before and after school activities.

Grade 3

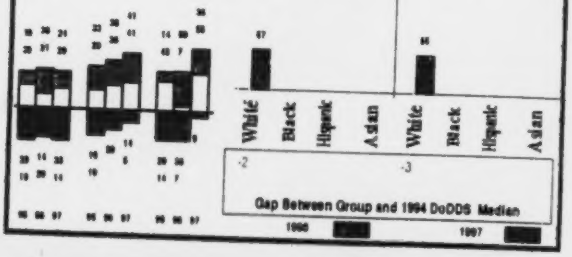
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.5	56	58	46.5	65
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	22	22	22	22	22

Percent of Students in Each



Grade 5

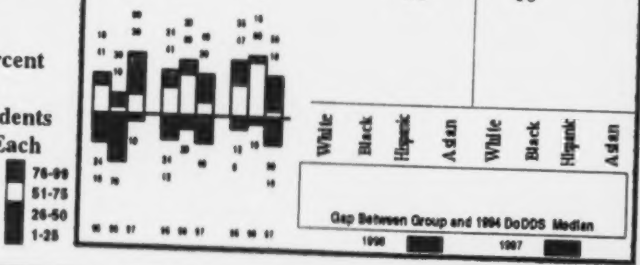
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	52	71.5	67.5	57	56.3
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	21	22	22	22	22



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	85.3	62	75	62	67.5
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	10	10	10	10	10

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Amberg ES
CMR 414
APO AE 09173-0005

DSN Phone:
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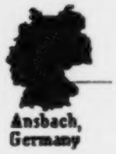
Commercial Phone:
49-9621-74396/71895

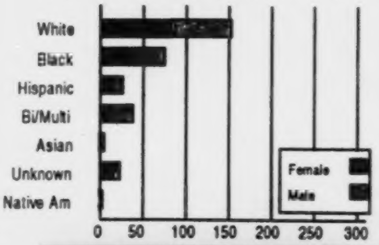
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						
5	95	18	712.3	741.1	0%	61%	22%	17%	0%	
5	96	14	737.9	741.9	29%	50%	21%	0%	0%	
5	97	24	763.3	734.5	33%	62%	4%	0%	0%	



Department of Defense Education Activity
Ansbach Elementary School (K-6)
1996/97 School Profile
Wayne Dozark, Principal

School Characteristics

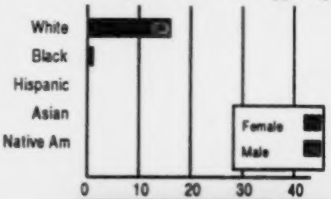
Student Enrollment - 323



Grade	#
K	50
1	60
2	59
3	42
4	41
5	34
6	37
Total	323

Sponsor Affiliation	
Marine	<.5%
Army	94%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	16	5%
K-8	TAG	31	10%
K-12	ESL	9	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	0
7-10	1
> 10	13

Mobility Rate
48% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	14
Special Education	
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	39%
MA/MS	61%
Doctorate	0%

Principal's Highlights

Ansbach Elementary is located in Katterbach, Germany near Ansbach. It is a modern two story building with 14 classrooms, media center, art and music rooms, multi-purpose room that serves as a cafeteria and gym, a nurses room, and a computer lab.

Ansbach ES serves a diverse population of children, supported with an array of special programs and staff. Our school motto, "Learning for a Lifetime," is reflected in our core curriculum. The computer lab features, "state-of-the-art" Pentium computers. The school will be, "on-line" by August, 1998, to provide access to Internet research.

The media Center provides a wide range of reading and research materials, including 16 lanned computers to support the Accelerted Reader program, the CD-ROM programs, and OPAC. AES meets the challenge of the 21st century by establishing the media center as the focal point of the school.

Ansbach ES takes pride in its SHP program, the host of parent volunteers who support our school, and the well-skilled and diverse teaching staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies....

This school year saw a marked increase in the number of students taking ARP tests as well as total number of tests. Bookit bingo helped get many books into the hands of students with an average of 60 present each time. Students are using OPAC, ROM Encyclopedias and reading games in the Media Center on a regular basis.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Mathland has been fully implemented with 100% of our staff using it as a regular part of the curriculum. Although we have been slow to reach our goal of using computers in Math , with the opening of our new computer lab in April, the new year promises to see rapid growth in that area. Mathland Family Nights will continue to ease our incoming parents into the program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Ansbach Elementary is known for its outstanding Weekly Parent Newsletters. We have also provided parents with information in the form of Mathland Family Nights, open PTSA Meetings, and parent involvement in such special events as Bookit Bingo, Book Fair, Study Trips, and the Volksmarch.

Benchmark 10.8: Establish Technology for teachers and administrators...........

Despite the lack of hardware, the staff has made giant strides in training. A full 100% of the teachers have received computer training this year. With in days of opening the lab, all students had received orientation on the computers and programs available. The availability of usable programs will increase the use of technology in the coming school year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.67	3.70
Co-Supporters	3.3	3.18	3.31
Co-Learners	2.9	2.83	3.00
Co-Teachers	2.7	3.22	3.31
Co-Advisors	2.8	3.09	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

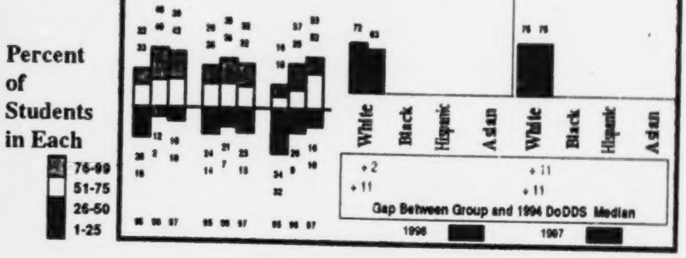
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent participation has always been one of the strengths of Ansbach Elementary. We had a near 100% parent conference turn out. This year saw a marked increase in Parents Bookit Bingo and Book fair. The first Math Night had a good turnout but we saw a drop in the attendance at the second, perhaps due to fewer questions.

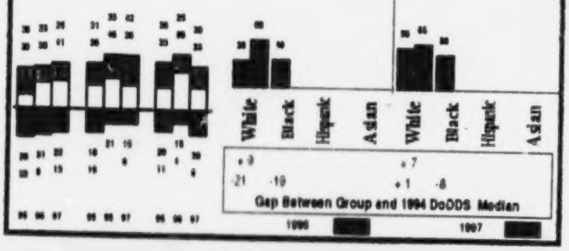
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.8	64	62.3	61	61.3
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	31	31	31	31	31



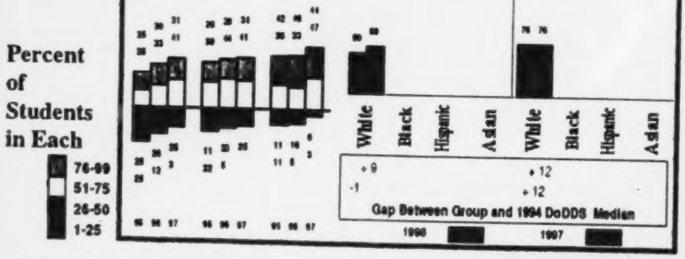
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.5	72	62.8	67	57
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	32	33	33	33	33



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61.7	67	73.3	63.8	75.5
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	32	32	32	32	32



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach ES
CMR 454
PO Box 3616
APO AE 09250-0005
DSN Phone: 467-2628
Fax Number: 49-9802-8636
Commercial Phone:
49-9802-7657

DoDEA Writing Assessment

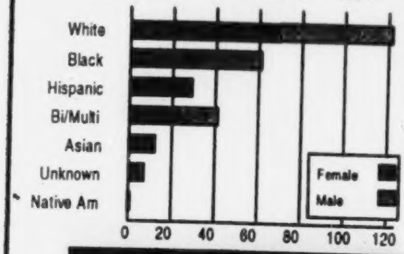
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	42	769.7	741.1	21%	62%	14%	2%	0%
5	96	46	720.8	741.9	20%	59%	20%	2%	0%
5	97	31	734.9	734.5	19%	61%	16%	3%	0%

Ansbach, Germany

Department of Defense Education Activity
Ansbach High School (7-12)
1996/97 School Profile
Larry Sessions, Principal

School Characteristics

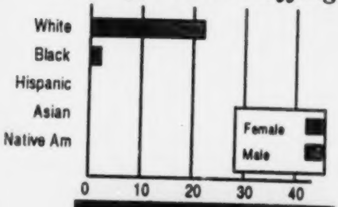
Student Enrollment - 269



Grade	#
7	55
8	41
9	58
10	37
11	41
12	37
Total	269

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	12	4%
K-8	TAG	N/A	N/A
K-12	ESL	8	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	24	
AP Courses Offered		5	
Students Taking AP Courses		29	37%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	0
7-10	0
> 10	22

Mobility Rate
31% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21
Special Education	1
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

The Ansbach Middle/High School (AM/HS) School Advisory Committee (SAC) worked closely with the administration to identify and resolve key school related issues. Many parents attend the monthly meetings and participated on various Ad Hoc committees.

Progress continued to be made to meet the goals of the School Improvement Plan (SIP). All teachers were involved in meeting the four goals selected by the faculty and parents. The School Improvement Leadership Team (SILT) met regularly to monitor the plan and monthly progress reports on SIP goals were given at the faculty meetings.

AM/HS took a lead role in implementing a School-Home Partnership with parents and community members. A Parent Center was opened and numerous events and activities were held that focused on parent and community involvement.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Growth in Writing Across Curriculum has been experienced by 8th and 10th grade students according to the CTBS scores. Growth in grades 9, 10, and 11 has been seen in the school wide writing assessment. Students are given opportunities in all classes to focus on narrative writing and writing compare/contrast essays.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Students were given a school wide math test on decimals, fractions, and percentages. While some growth was noted, it is felt we need to continue to pursue this strategy. Students and parents worked on math problems from the parent newsletter and the winners won an award. Charts and tables became a school wide initiative to enhance the students' knowledge.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Most teachers used the InteGrade computer program to communicate student progress to parents. They did this for all students at midquarter, and more frequently for specific students. Parents were kept informed of all school events and activities through a year long calendar. An updated calendar was mailed to parents on a monthly basis.

Benchmark 10.8: Establish Technology for teachers and administrators

Technology has been a focus of staff development with the implementation of the district technology plan. Staff proficiency has improved and will continue to be a focus. Continuation of on site classes will aid in our goal to become a computer literate staff.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.4	3.67	3.70
Co-Supporters	3.0	3.18	3.31
Co-Learners	2.1	2.83	3.00
Co-Teachers	2.5	3.22	3.31
Co-Advisors	3.1	3.09	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

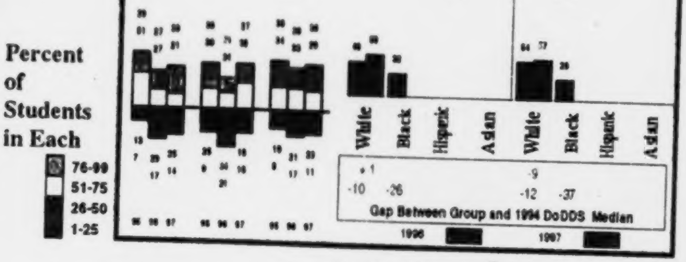
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A parent center was opened for use by school volunteers. Involvement in academic and athletic activities has increased. Parents, students, and staff attended two operas. An increase in parent signature on take home essays has been seen. Community members were invited to a district wide Parent University held in Wuerzburg.

Grade 7

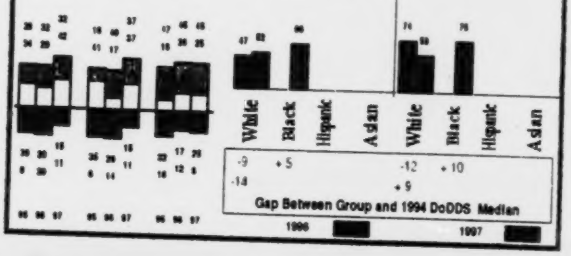
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.5	60.6	66.5	58.3	63
District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	56	56	56	56	56



Grade 9

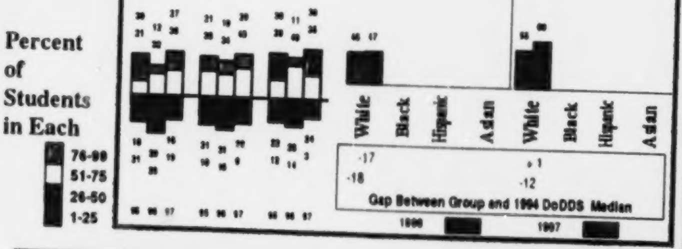
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64.3	70.6	73.5	64.3	56
District	59.8	62.2	72	52.3	55.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	53	54	53	54	54



Grade 11

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56	58.3	65.7	47	59
District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	37	35	37	37	37



SAT Results		School	District	DoDDS	Nation
% Participating	96	12%	60%	62%	41%
	97	16%	52%	63%	41%
Math Avg Score	96	538	482	506	508
	97	430	460	505	511
Verbal Avg Score	96	544	519	518	505
	97	518	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Ansbach M/HS
Unit 28614
APO AE 09177-0005

DSN Phone: 467-2808
Fax Number: 49-9802-1496
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49-9802-223

DoDEA Writing Assessment

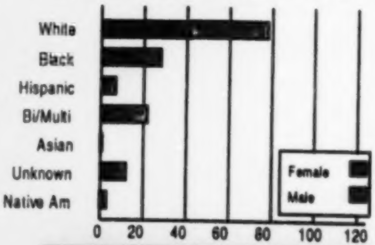
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	35	836.3	767.6	69%	11%	17%	3%	0%
8	96	46	805.3	770	22%	65%	13%	0%	0%
8	97	37	662.9	689	5%	46%	35%	14%	0%
10	95	44	757.5	792.8	9%	43%	30%	16%	0%
10	96	35	777.2	798.9	11%	49%	37%	3%	0%
10	97	29	687.9	711.6	21%	38%	31%	10%	0%

Bad Kissingen, Germany

Department of Defense Education Activity
Bad Kissingen Elementary School (K-5)
1996/97 School Profile
Judy Sessions, Principal

School Characteristics

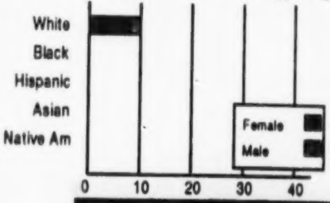
Student Enrollment - 151



Grade	#
K	36
1	25
2	28
3	24
4	21
5	17
Total	151

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	<.5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	12	8%
K-8	TAG	5	3%
K-12	ESL	33	22%
1	Reading Recovery	4	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	0
7-10	0
> 10	11

Mobility Rate
65% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	8
Special Education	1
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	50%
Doctorate	8%

Principal's Highlights

Bad Kissingen Elementary School is a small progressive school which contains grades K-5 and offers a curriculum comparable to that of any larger school. In addition to the classroom teachers, the staff consists of a media specialist, an L.I. teacher, a TAG teacher, a host nation teacher, a compensatory education teacher, a reading recovery teacher. Itinerant teachers provide instruction in music, art, P.E., speech, and ESL.

The impact of technology is apparent at BKES: the majority of the staff identified increasing their knowledge of computers as their professional goals, each classroom is also equipped with at least two computers, the media center has 8, and there are two separate labs for Apple GS II and pentium computers.

The school is fortunate to have strong and active parent involvement. During the SY 96-97, PTSO implemented monthly family activity nights. Parents assisted the SILT to assure the Strategic Plan was in place and making progress.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.

BKES has focused on writing during the past two school years. Our in-service training's have focused on the writing process, rubrics, & holistic scoring. During the SY 96-97, writing workshops were held for parents. Four parents assisted with holistically scoring the writing samples. Our goal of having all students publish at least one book was met.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

In order to narrow the achievement gap, the staff has focused on increasing hands-on activities, use of manipulatives, and solving real problems. A math Family Night was featured at the school in October. Data from surveys show that manipulatives are being used on a daily basis, and students have a positive attitude about math.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The major accomplishment was training all staff members in September for use of CC:Mail and getting them on line. There is frequent and on-going communication among complex schools as inservices are planned, coordinated and held together. A weekly parent newsletter is published. A volunteer data base was established.

Benchmark 10.8: Establish Technology for teachers and administrators.

Major emphasis of staff development during SY 96-97 has been to increase technology skills. 50% of the staff took college classes after school and on weekends while 100% received training during school inservices. 5 out of 14 computers in the Media Center have been upgraded with CD Roms; ea. classroom has 1 Pentium in addition to the 13 in one of our TWO labs.

Average Ratings of SIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.1	3.67	3.70
Co-Supporters	3.1	3.18	3.31
Co-Learners	3.3	2.83	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	3.1	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

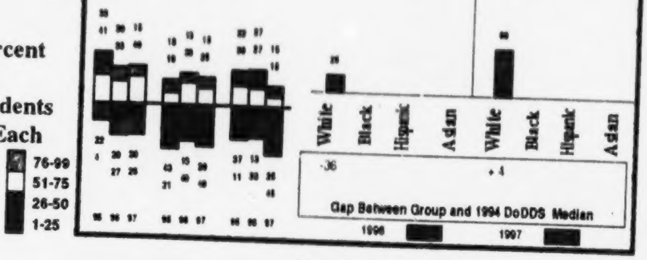
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The most significant accomplishment was the establishment of a Parent Room where parents can bring their pre-school children while they volunteer for teachers, work on PTO projects, etc. There has been an emphasis on elevating parent involvement to the co-advisor level by assuring parents are involved in developing and monitoring the SIP.

Grade 3

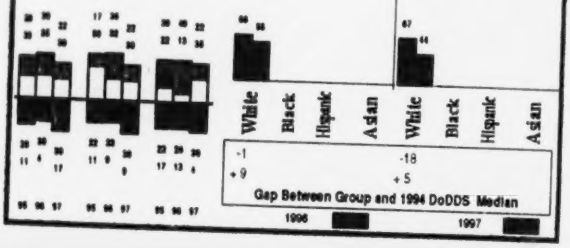
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	38.5	34.7	24.5	49.5
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	20	20	20	20	20

Percent of Students in Each



Grade 4

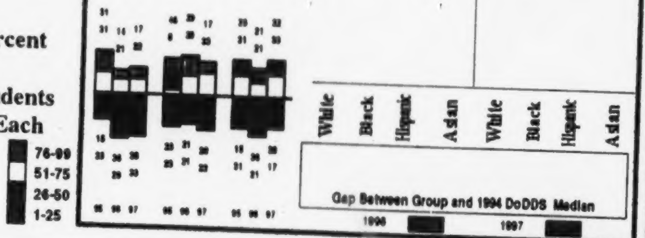
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	51	52	54.3	37	41
District	62.2	60.6	61.8	55.8	57.6
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	23	23	23	23	23



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	46	49.5	54.5	39	62
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	18	18	18	18	18

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bad Kissingen ES
CMR 464
APO AE 09226-0005

DSN Phone:
Fax Number: 49-971-60736
Commercial Phone:
49-971-65204/67597

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	11	629.9	741.1	9%	46%	0%	36%	0%
5	96	13	725.7	741.9	23%	46%	15%	15%	0%
5	97	16	757.8	734.5	38%	50%	12%	0%	0%

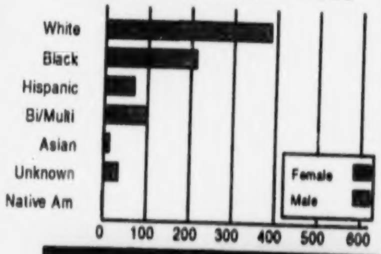
BEST COPY AVAILABLE

Bamberg,
Germany

Department of Defense Education Activity
Bamberg Elementary School (PK-6)
1996/97 School Profile
Joan I. Luczai, Principal

School Characteristics

Student Enrollment - 815



Special Programs Grade Offered	Program	#	%
PK-12	Special Education	79	10%
K-8	TAG	125	16%
K-12	ESL	35	5%
1	Reading Recovery	8	6%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

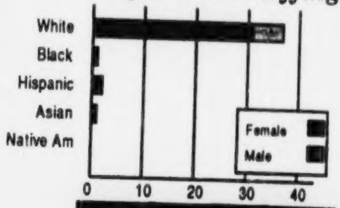
Grade	#
PreK	39
K	133
1	128
2	153
3	108
4	102
5	83
6	69
Total	815

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	0
1-3	2
4-6	0
7-10	4
> 10	39

Mobility Rate
43% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	2
Other Professionals	9.5

Teacher Education Degree	% Teachers
BA/BS	35%
MA/MS	63%
Doctorate	2%

Principal's Highlights

To focus is to "fix or settle on one thing; concentrate." When every class focuses on the same goals, deficiencies and successes are more evident. Data tell the formal story of our school efforts, but an informal report also has value.

Our students use writing as an expressive tool, better and more frequently (3.1); parents (8.1)/friends /teachers are involved in editing student work more consistently; students and teachers increasingly use electronic technology (10.7) to produce assignments, reports and creative, publishable pieces.

While improvement is noted in narrowing "the gap" in Math (4.2) we must continue aggressive pursuit (a cadre of 3 will attend training this summer). Parent participation remains positive (8.1) at the co-supporter/co-communicator levels; increasing the school-home-community partnership at all levels is a high priority. "Success speaks for itself" is not enough (10.7); we must publicly celebrate and advertise our efforts and successes.

"Focus" is the key; we must ensure our goals are clear to all stakeholders. Our staff stands ready to work with the parents and the community to ensure achievement and success for each of our students.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

The focus of this year's activities has been to identify specific writing deficiencies and to become more strategically definitive in their remediation. The SY '95-'96 fifth grade system wide writing sample showed a remarkable increase of 21.4% in the Distinguished /Proficient levels of writing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

In Math our data show a significant narrowing of "the gap". Comparing SY '95-'96 with '96-'97 disaggregated data, the composition at the lowest level of achievement now show a more equitable representation of minorities and the non-minority. The gap narrowed 16 percentage points for minority males and 44 percent for minority females.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A monthly parent newsletter with updates about activities, helpful parenting information and other school-community news keeps parents informed. Most classroom teachers also provide weekly/monthly newsletters and reports to parents. In the fall the parents were provided an inclusive school calendar of events and activities for the year.

Benchmark 10.8: Establish Technology for teachers and administrators

As teachers increase their computer skills, the importance of having updated hardware and software also increases. We shall add another computer lab and increase the availability of hardware and software in the classrooms and for the staff next year. Our staff has been conscientiously pursuing training at the school and district levels.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.67	3.70
Co-Supporters	3.3	3.18	3.31
Co-Learners	3.2	2.83	3.00
Co-Teachers	3.4	3.22	3.31
Co-Advisors	3.3	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

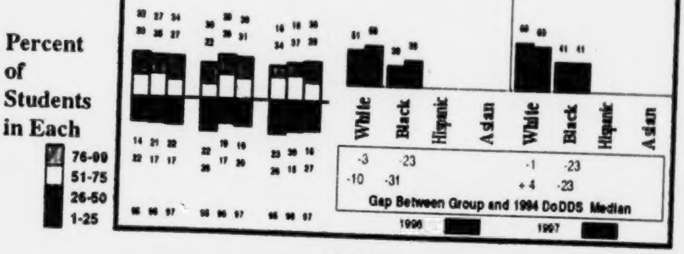
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

At Bamberg Elementary School the co- communicator tier of the school/home partnership is in place. We also have a strong contingent of co-supporters providing assistance to the staff in areas such as field trip planning, clerical support, and individual tutoring. We plan to concentrate our efforts on increasing the participation of parents as co-learners.

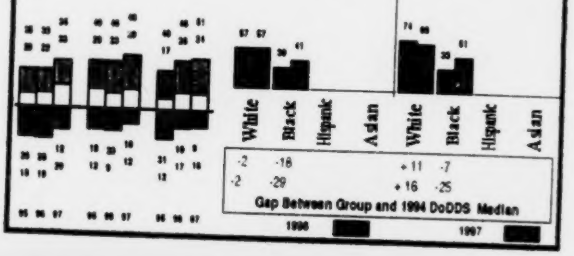
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59.7	62	55.5	54.5	61.8
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50.	50	50
# Students	98	98	98	98	98



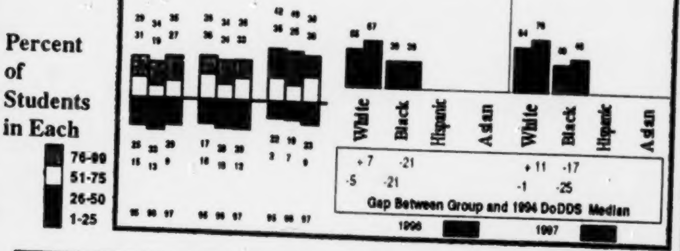
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.7	75	76.2	49.5	65.4
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	82	82	82	82	82



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.5	60.4	63.5	55	58
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	66	66	66	65	65



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bamberg ES
UNIT 27539
APO AE 09139-0005

DSN Phone: 469-7616/7661
Fax Number: 49-951-31815
Commercial Phone:
49-951-37214

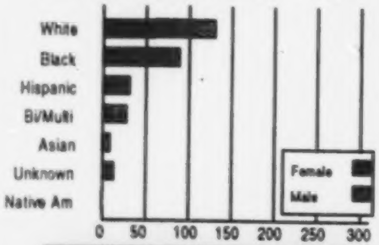
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	62	741.5	741.1	18%	57%	15%	11%	0%
5	96	67	770.6	741.9	48%	48%	3%	0%	1%
5	97	75	731	734.5	28%	56%	11%	4%	1%

Bamberg,
Germany

Department of Defense Education Activity
Bamberg High School (7-12)
1996/97 School Profile
Bud Korth, Principal

School Characteristics

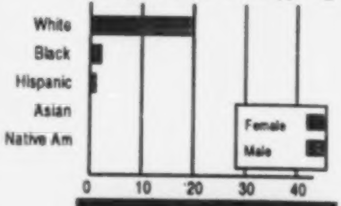
Student Enrollment - 299



Grade	#
7	79
8	50
9	50
10	53
11	33
12	34
Total	299

Sponsor Affiliation	
Marine	<.5%
Army	91%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	8%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	14	5%
K-8	TAG	N/A	N/A
K-12	ESL	5	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	16	[illegible]
AP Courses Offered		7	
Students Taking AP Courses		20	30%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	0
7-10	1
> 10	24

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	21.5
Special Education	1
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	65%
Doctorate	4%

Principal's Highlights

Led by Jan Osier (DoDDS Wuerzburg Teacher-of-the year) and Terri Jones, Bamberg High School enjoyed the benefits of two astute SIP teacher leaders.

Fractions month was a big hit with students who won prizes when they correctly solved puzzles that were announced school-wide. Learning logs were used toward increasing comprehension and writing skills by most teachers. Extensive technology training was provided to the faculty through district level innovations. The school tied student distance learning to technology components of the SIP. A new computer laboratory (constructed during summer 1997) will give the school three computer labs to help students with increasingly technical academic programs.

School and home partnership programs have the attention of military unit commanders toward enhanced participation by families members at various tier levels.

The school received gold star NCA accreditation without citations for SY 1996 - 1997.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

Based upon the comparison of data from the previous school year, BHS has increased its use of writing across the curriculum using learning logs, complete sentence answers, and incorporating technology by requiring final draft writing on the computer.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

BHS students successfully participated in activities designed to improve test taking skills and calculation skills in all grade levels across the curriculum. Achievement gaps regarding gender and ethnic background continue to be minimal.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The majority of teachers provide students access to the computer in the classroom on a daily basis. Students completed final drafts and research papers on the computer as a requirement in language arts classes.

Benchmark 10.8: Establish Technology for teachers and administrators.

Technology training plans are completed for all staff and training is ongoing. Technology applications are being successfully implemented in Benchmark 4.2. Lack of applicable materials restricts current application in Benchmark 3.1.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.67	3.70
Co-Supporters	3.0	3.18	3.31
Co-Learners	2.8	2.83	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	2.9	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

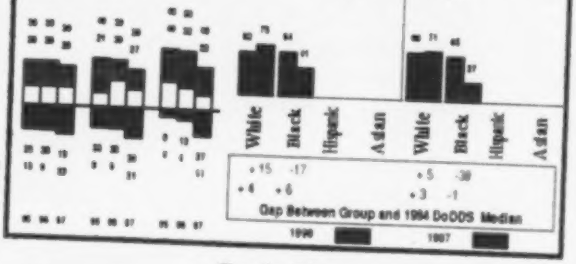
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Communication was increased by the use of the school newspaper and mailing SIP updates with progress reports. Parent writing activity was successfully completed in English classes in High School.

Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.5	55.5	68.3	58.3	63
District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	74	74	73	73	73

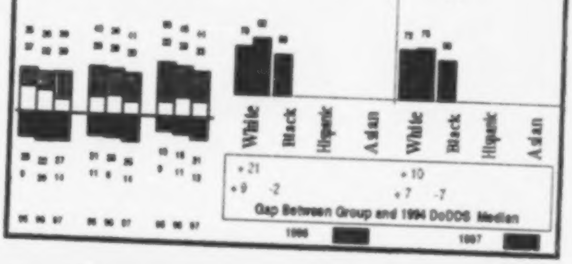
Percent of Students in Each

▨ 76-99
☐ 51-75
▨ 26-50
■ 1-25



Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66	63.5	71	58	52
District	59.8	62.2	72	52.3	55.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	44	44	43	44	44

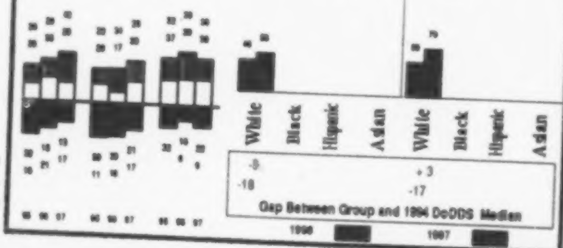


Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.5	60.5	65	53	65.3
District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	24	24	23	23	22

Percent of Students in Each

▨ 76-99
☐ 51-75
▨ 26-50
■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	64%	60%	62%	41%
	97	29%	52%	63%	41%
Math Avg Score	96	490	482	506	508
	97	455	460	505	511
Verbal Avg Score	96	532	519	518	505
	97	482	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bamberg HS
UNIT 27539
APO AE 09139-0005

DSN Phone: 469-8874/7630
Fax Number: 49-951-32669
Commercial Phone:
49-951-32316

DoDEA Writing Assessment

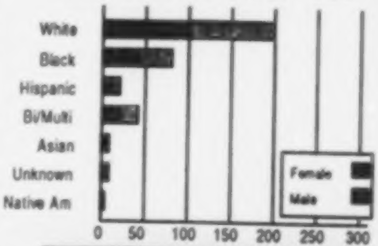
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	36	716.5	767.6	25%	17%	19%	36%	0%
8	96	51	705.9	770	18%	37%	24%	14%	2%
8	97	42	658.5	689	31%	33%	19%	12%	5%
10	95	43	795.7	792.8	21%	40%	30%	9%	0%
10	96	36	804.9	798.9	25%	53%	19%	3%	0%
10	97	44	717.1	711.6	46%	34%	11%	9%	0%

Grafenwoehr, Germany

Department of Defense Education Activity
Grafenwoehr Elementary School (PK-6)
1996/97 School Profile
Richard Sagerman, Principal

School Characteristics

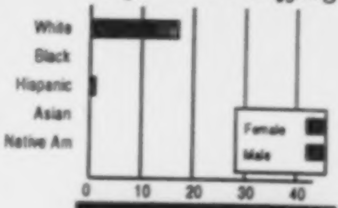
Student Enrollment - 366



Grade	#
PreK	2
K	65
1	51
2	63
3	54
4	40
5	56
6	35
Total	366

Sponsor Affiliation	
Marine	<5%
Army	89%
Navy	<5%
Air Force	3%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	8%
Non-US Civilians	<5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	26	7%
K-8	TAG	97	27%
K-12	ESL	15	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	0
7-10	1
> 10	18

Mobility Rate
36% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	15
Special Education	
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	53%
Doctorate	5%

Principal's Highlights

Grafenwoehr Elementary School educates a diverse population of approximately 350 students in grades KN-06. With the completion of a new multi-purpose room in June 1997, the school is ready to embark on an ambitious undertaking of building on an already strong school-home partnership.

A school-wide initiative to promote reading resulted in many success stories. Teachers provided a variety of opportunities to improve reading comprehension, with special emphasis on context clues, main idea, and supporting details. In Mathematics, teachers encouraged students to use multiple representations to illustrate mathematical ideas with special emphasis on application of mathematical concepts and computation in real life situations.

A new state of the art Computer Lab will enable students to access a variety of programs. Successful after school programs, in Art, Drama, Reading Appreciation, and German provided students with enrichment activities.

Grafenwoehr Elementary School prides itself on its attention to the total academic, social, and physical development of each child.

The staff consistently receives commendations for their caring concern for all children.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies

Strategies have focused on improving reading comprehension skills. CIRC techniques, core literature, and direction instruction in skills areas were employed in the classroom. 80% of the students schoolwide scored at or above the criterion score in their levels chosen skill area. Many students were members of the Principal's Century Reading Club.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Students used manipulatives to improve their mastery of concepts and computation. In the Mathland Assessment Tests, less than 15% of the students were at a non-mastery level by April. Parents participated in Mathland workshops.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parents have been regularly informed of SIP progress through schoolwide bulletins and newsletters. A variety of communication tools are used by the staff to keep parents informed of student progress, programs in the school, and ways to be involved in their children's education.

Benchmark 10.8: Establish Technology for teachers and administrators.

Workshops were held training teachers on the use of technology in the classroom. With the upgrading of our Zenith 486 machines, all classrooms now have multimedia capabilities. Our media center now has eight different computers, allowing students a wide range of research choices.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.67	3.70
Co-Supporters	3.6	3.18	3.31
Co-Learners	3.4	2.83	3.00
Co-Teachers	3.8	3.22	3.31
Co-Advisors	3.3	3.09	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

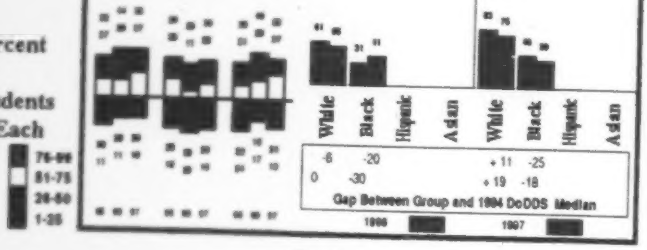
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Parents had many opportunities to participate in their child's education. They attended FAST meetings, a read-in, the math-science expo, a parent picnic, and more. They served as tutors, guest readers, chaperones on study trips, and as members of SAC and PTSA. Parents were also involved in our technology workshops.

Grade 3

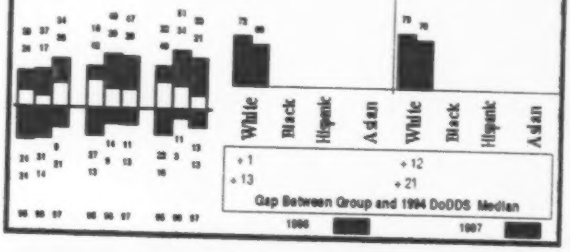
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.7	56	57.8	41	53.3
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51

Percent of Students in Each



Grade 5

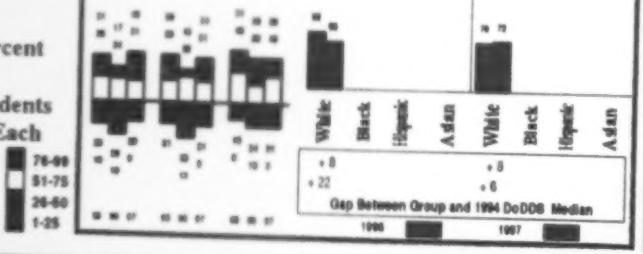
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
	62.8	73	77	52	61.7
	59.7	69.7	65.6	46.8	58.2
	60.9	71.2	67	57	61.5
	50	50	50	50	50
	53	53	53	53	53



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	65	61	57	60	66
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	35	35	35	35	35

Percent of Students in Each



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Grafenwoehr ES
UNIT 28127
APO AE 09114-0005

DSN Phone: 475-7133/6132
Fax Number: 49-9641-3254
Commercial Phone:
49-9641-8544/1057

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	37	728.6	741.1	11%	57%	27%	5%	0%
5	96	39	693.6	741.9	21%	62%	8%	5%	0%
5	97	52	747.5	734.5	33%	65%	2%	0%	0%

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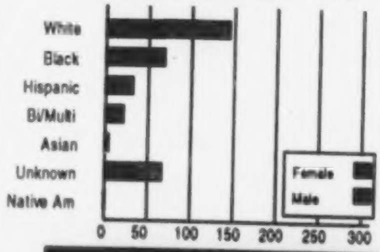
Hohenfels, Germany

Department of Defense Education Activity
Hohenfels Elementary School (PK-6)
1996/97 School Profile
Susan Somaini, Principal

School Characteristics

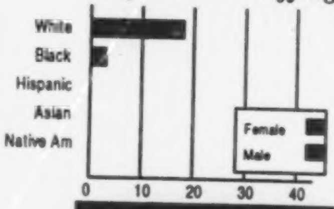
Student Enrollment - 340



Grade	#
PreK	7
K	56
1	63
2	57
3	43
4	45
5	28
6	41
Total	340

Sponsor Affiliation	
Marine	<.5%
Army	90%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	29	9%
K-8	TAG	75	23%
K-12	ESL	20	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	0
4-6	0
7-10	3
> 10	20

Mobility Rate
40% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	15.5
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	62%
Doctorate	0%

Principal's Highlights

Our School Improvement Team is composed of parents, teachers, an administrator and community members. We have focused our improvement efforts in the areas of reading comprehension and mathematics. Within these areas we have incorporated the Technology and School Home Partnership components.

This year teachers have completed two levels of computer training and have incorporated these skills into classroom instruction. We have begun to coordinate the many organizations which interact with the school through our SIP. Our collected data reflects a 10% overall point improvement in our chosen area of Reading Comprehension. The data collected in the area of mathematics show an overall growth in the use of manipulatives to show understanding. Grades 1, 3 and 4 have demonstrated strong scores in this area.

Next year we anticipate continuing our mathematics improvement plan. Since we are near completion of our reading goal the team will assess the results and develop a new plan.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Our goal was to increase reading comprehension. Teachers chose two techniques from last year's list of possibilities. This year teachers utilized Daily Oral Language and a parent /school reading program. Future plans indicate a change to social studies for next year's SIP goal.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The increased use of manipulatives as a math learning tool has been the focus of this year's goal. Our DSO math coordinator provided extra opportunities for teachers to enhance our understanding of the Mathland curriculum. Next year we will expand the use of rubrics as an assessment tool.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The three core teachers of the SIP team continued to work with teachers and parents in implementing this year's action plan. Subcommittees took on the responsibilities of providing extra guidance, especially in the area of technology. the leadership team will expand their focus next year as benchmarks are changed and new ones are added.

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers have completed extensive computer training and have encouraged the extensive use of the available technology to their students. Next year's plans include a new Pentium lab and LAN installation for all classrooms.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.67	3.70
Co-Supporters	3.1	3.18	3.31
Co-Learners	2.8	2.83	3.00
Co-Teachers	3.2	3.22	3.31
Co-Advisors	3.0	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

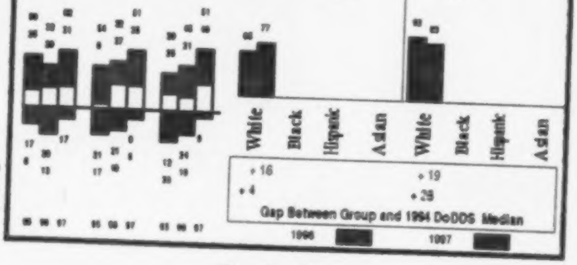
Over 2000 volunteer hours verify that parents continue to understand the importance of their presence in our school. Their consistent assistance in classroom and whole school activities have created strong relations between school and home. The new Home-School Partnership program will concentrate on strengthening this bond.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	76	76	75.5	77	79.7
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	41	42	42	41	42

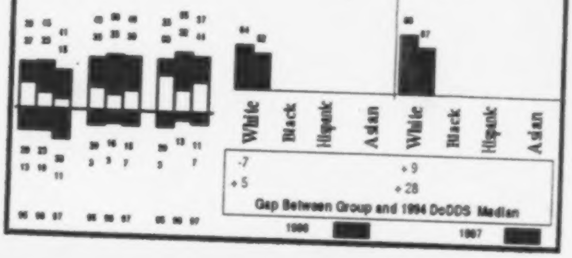
Percent of Students in Each

- ■ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



Grade 5

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	60	73	65	52	56
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	27	27	27	27	27

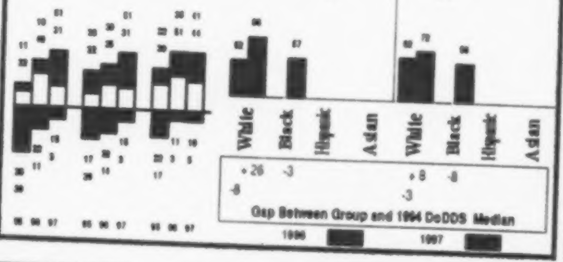


Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	76	76	73	65	66.5
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	39	39	39	39	39

Percent of Students in Each

- ■ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hohenfels ES
UNIT 28214
APO AE 09173-0005

DSN Phone: 466-2829/2729
Fax Number: 49-9472-8632
Commercial Phone:
49-9472-737

DoDEA Writing Assessment

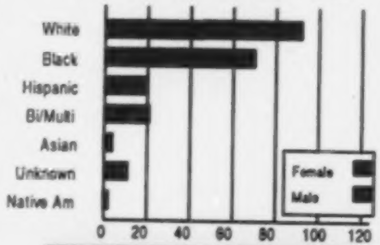
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	29	693.4	741.1	3%	66%	14%	14%	3%
5	96	32	768.9	741.9	41%	53%	6%	0%	0%
5	97	26	768.5	734.5	42%	58%	0%	0%	0%

Hohenfels,
Germany

Department of Defense Education Activity
Hohenfels High School (7-12)
1996/97 School Profile
Michael Thompson, Principal

School Characteristics

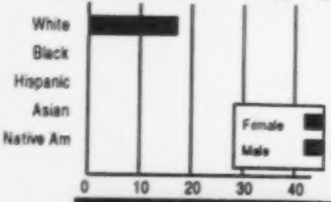
Student Enrollment - 219



Grade	#
7	53
8	45
9	35
10	36
11	32
12	18
Total	219

Sponsor Affiliation	
Marine	<.5%
Army	86%
Navy	<.5%
Air Force	2%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	19	9%
K-8	TAG	N/A	N/A
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	15	[illegible]
AP Courses Offered		2	[illegible]
Students Taking AP Courses		16	32%

Teacher Experience

Years	Teachers
New	2
1-3	0
4-6	0
7-10	3
> 10	17

Mobility Rate
22% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	1
Other Professionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

The completion of the second year of existence of the school found the institutionalization and refinement of the block schedule. Faculty and student support for the schedule is high.

The school has been able to develop and support a full program of extra-curricular activities.

Technology training was a point of emphasis for school year 1996/97 to prepare staff for the Local Area Network (LAN) that will be in place for the opening of school in 1997/98. All staff members took part in training to achieve level I and level II competencies in the Wuerzburg District Technology Plan to facilitate instruction.

Strong community support and involvement with the school continues.

NCA accreditation was received with no deficiencies.

Plans are underway for the construction of a new school, scheduled for 2001

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

CTBS scores were reviewed and improvement, particularly in those scoring in the low areas of written language, was noted. There continues to be less reluctance on the part of students to write. Written assignments in all areas of the curriculum are utilized to encourage and strengthen written language skills. Technology (computers) are used in the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Fractions, decimals and percents remain a target area for improvement based on a review of scores across all grade levels. Teacher participation in various areas of the curriculum to increase these skills continues to be an area of primary concern for the faculty. Teacher support of this goal has been positive.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Monthly newsletters, mid-quarter progress reports, Open House activities and parent conferences for distribution of grade reports have had a positive effect on the ability of the school to communicate with parents. The community information-sharing (newspaper, Family Support Group meetings, and AFN radio) all enhance the communication activities.

Benchmark 10.8: Establish Technology for teachers and administrators.

The staff has been provided many opportunities for training in the operation of various technology, both hardware and software, to enhance instructional capabilities. The school will be entirely on a LAN (Local Area Network) with Internet capabilities by the opening of school year 1997/98. Computers are being upgraded in all areas of the school.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.4	3.67	3.70
Co-Supporters	2.4	3.18	3.31
Co-Learners	2.2	2.83	3.00
Co-Teachers	3.0	3.22	3.31
Co-Advisors	2.7	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

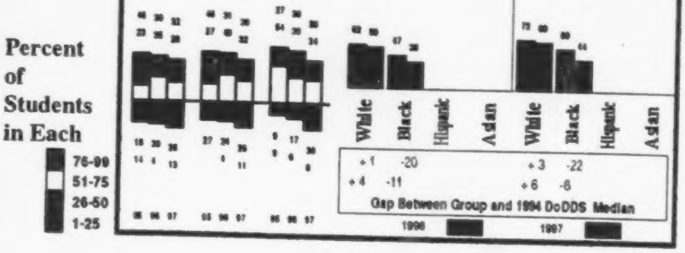
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Academic Coach (Summer Tutor) program in August 1996 was very successful in getting students off on the right track for the school year. The number of parents and community members working with athletic teams and volunteering to tutor is increasing. Parent support in the form of booster club activities has greatly benefited the school.

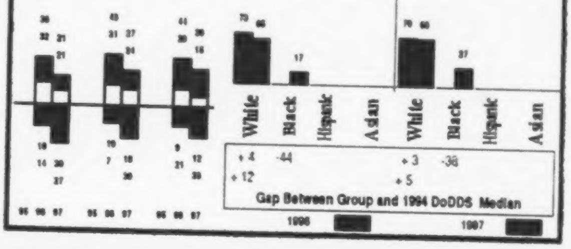
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54	59.7	58	42	60
District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	51	51	51	51	51



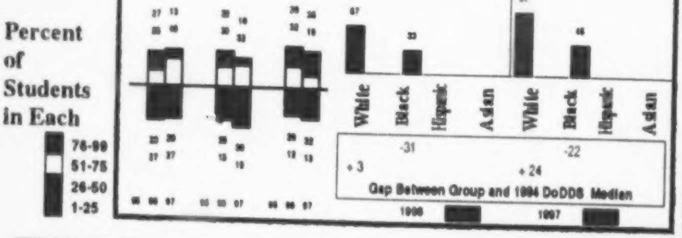
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	41	57	61	40.7	42
District	59.8	62.2	72	52.3	55.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	33	33	33	33	33



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56	46	66	46	58
District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	30	31	31	31	31



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	29%	60%	62%	41%
	97	89%	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	462	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	489	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Hohenfels HS
UNIT 28214
APO AE 09173-0005

DSN Phone: 466-4300/4818
Fax Number: 49-9472-1013/744
Commercial Phone:
49-9472-1205

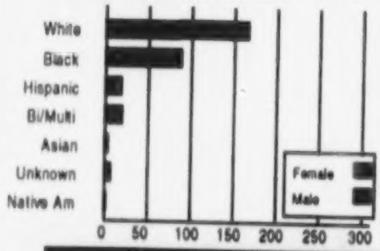
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						
8	95	30	795.7	767.6	43%	33%	7%	17%	0%	
8	96	29	732.3	770	14%	17%	41%	28%	0%	
8	97	44	693.1	689	25%	57%	11%	7%	0%	
10	96	30	767.1	798.9	7%	50%	33%	10%	0%	
10	97	28	726.8	711.6	46%	39%	11%	4%	0%	

Illesheim, Germany

Department of Defense Education Activity
Illesheim Elementary/Middle School (PK-8)
1996/97 School Profile
Ed Mantel, Principal

School Characteristics

Student Enrollment - 308



Grade	#
PreK	4
K	44
1	53
2	38
3	40
4	33
5	27
6	28
7	23
8	18
Total	308

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Special Programs

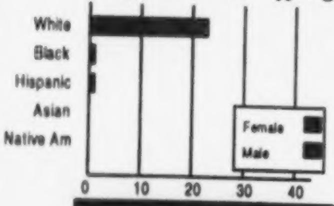
Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	22	7%
K-8	TAG	56	18%
K-12	ESL	15	5%
1	Reading Recovery	4	8%
7-12	AVID	0	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teacher
New	1
1-3	0
4-6	0
7-10	0
> 10	16

Mobility Rate
33% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	14.5
Special Education	1.5
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	27%
MA/MS	73%
Doctorate	0%

Principal's Highlights

Illesheim Elementary/Middle School continues implementing the DoDEA strategic plan. To assure that students start school ready to learn, the school secured permission for a Sure Start program starting with SY 97-98. To assure parent participation, the school implemented a formal school-community home partnership program. Many parents were active in the school as volunteers. To further its initiative in electronic technology, the school arranged for a new LAN to replace the initial one installed by the staff. Staff members also received additional training in the use of computers.

To improve student achievement, the school continued to stress writing and use of the Accelerated Reader in language arts and the use of MathLand in math instruction. Eighth graders will all take algebra in SY 97-98.

To prepare students for a global economy, the school continued to offer a partial German immersion program to first and second graders. Finally, fourth and fifth graders traveled to London where they saw the Queen in her procession to open Parliament.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

Emphasis on the writing process and increased student reading were our priorities. Holistically-scored student writing showed substantial improvement overall. Achievement of our goals for Accelerated Reader usage levels and comprehension could not be clearly measured; we determined that we need to adjust the type of measurements that are used .

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The CTBS data did not indicate a significant gender gap this year in math and science. The scores did suggest that supportive measures were needed for Hispanic students at grades five and seven and for Blacks at grades four through seven. The emphasis on MathLand in teaching math was one of the factors in eliminating the gender gap.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school receives positive comments from the community on its communication with parents. Five primary teachers worked on a new student progress report called the "Work Sampling System." Parents were very positive in their comments about the report in their response to a survey from the teachers.

Benchmark 10.8: Establish Technology for teachers and administrators

Our biggest success was in promoting staff usage of computers . The district technology plan included mini-courses at four levels of difficulty, offered in a manner that facilitated teacher involvement. In addition, a full-day SIP workshop devoted entirely to hands-on computer training and software discovery created true enthusiasm among staff members for using computers.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.67	3.70
Co-Supporters	3.8	3.18	3.31
Co-Learners	3.3	2.83	3.00
Co-Teachers	3.7	3.22	3.31
Co-Advisors	3.5	3.09	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

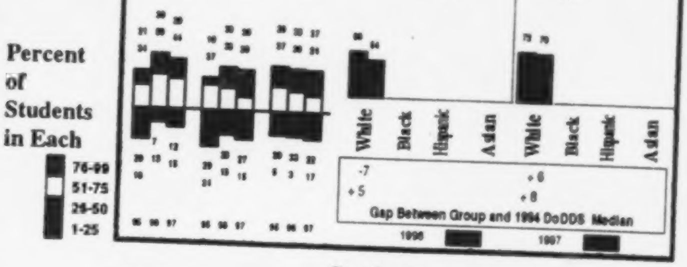
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

There was a ratio of approximately one parent volunteer for every ten students this year. The ten member parent-faculty evaluation team of the school-home partnership rated co-communication, the school's primary focus this year, at 4.4 on a 5 point scale. The other areas of support were rated between 3.4 and 3.9. Parents served on the school improvement team.

Grade 3

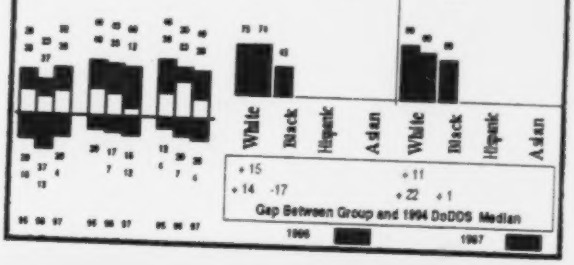
1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63.3	59.5	64	54	62
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	41	41	41	41	41



Grade 5

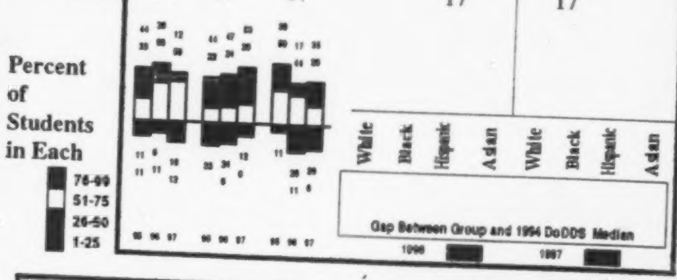
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	80.3	67	68	60
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	25	25	25	25	25



Grade 8

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61	79	64	65	68
District	60.4	66.6	64.1	56.1	58.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	17	17	17	17	17



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Illesheim ES/MS
CMR 416, BOX J
APO AE 09140-0005

DSN Phone: 467-4631/4731
Fax Number: 49-9841-8987
Commercial Phone:
49-9841-8408

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	27	789.9	741.1	37%	44%	19%	0%	0%
5	96	31	789.1	741.9	61%	36%	0%	3%	0%
5	97	24	762.3	734.5	38%	58%	4%	0%	0%
8	95	18	841.7	767.6	61%	33%	6%	0%	0%
8	96	17	773.1	770	18%	41%	35%	6%	0%
8	97	17	713.4	689	41%	47%	6%	6%	0%

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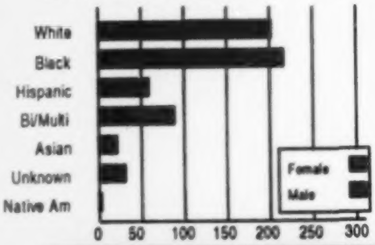
Kitzingen, Germany

Department of Defense Education Activity
Kitzingen Elementary School (PK-4)
1996/97 School Profile
Janet Colvin, Principal

School Characteristics

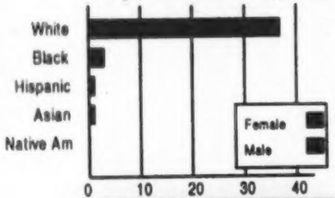
Student Enrollment - 622



Grade	#
PreK	28
K	121
1	135
2	139
3	108
4	91
Total	622

Sponsor Affiliation	
Marine	<.5%
Army	99%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	1%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	65	10%
K-8	TAG	N/A	N/A
K-12	ESL	15	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	0
7-10	6
> 10	31

Mobility Rate
47% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	26.5
Special Education	4
Other Professionals	8.5

Teacher Education

Degree	% Teachers
BA/BS	38%
MA/MS	60%
Doctorate	2%

Principal's Highlights

Kitzingen Elementary School successfully completed the NCA visit during School Year 1996-97. The school received commendations for the School Improvement Process and the work of the School Improvement Leadership Team in that process.

KES is committed to supporting high achievement for all students. During this school year, the staff worked to reduce gender and racial gaps in the areas of mathematics and reading and language arts. The major strategies used included providing students many opportunities to write, encouraging oral and written communication in grades 1-2, encouraging collaborative problem-solving in grades 3-4, increasing parent awareness in math and language arts, increasing the use of technology relative to reading and language arts, increasing teacher use of technology to support student learning, and helping kindergarten students make
mathematical connections. Summary of collected data showed progress towards the targeted goals in each area.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang. Arts. and Soc. Studies.

Overall student scores on writing assessments show development of students' writing skills. There has been an overall increase in the number of students receiving distinguished ratings and a decrease in the number of students scoring below proficient. Teachers have increasingly used techniques to enhance students' writing skills.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Results of Unit Assessments showed overall growth toward desired results. Less than 20% of the student population in grades 1 & 2 are at a non mastery level, while in grade 3 less than 15% of the students are at a non mastery level. Teachers have increasingly used techniques to help students improve their skills as mathematical problem-solvers.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent-teacher contact was increased through written and oral communications. Parents became more involved at school through programs such as FAST, PTSA, Adopt-a-Unit, and the volunteer program. During the NCA visit, the outbriefing report indicated strong parental support for the school.

Benchmark 10.8: Establish Technology for teachers and administrators.

There is an increase in number of students using technology throughout the school day. Students are more able to use computers independently. Levels 1 & 2 of technology training were completed by most staff members, while several completed training through level 4. Computers have been added to all classrooms. The school has two complete labs.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.67	3.70
Co-Supporters	3.1	3.18	3.31
Co-Learners	3.0	2.83	3.00
Co-Teachers	3.1	3.22	3.31
Co-Advisors	3.0	3.09	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

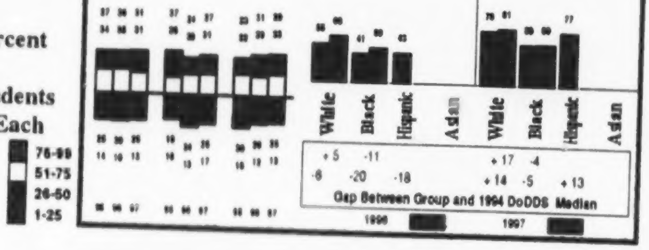
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Through a district school complex Key Communicators Awareness training, the co-communication tier of the school-home partnership was well established in the community. Parents participated as decision-makers on the SILT team. Parents participated in the district's Educators' Day and inservice activities at school to become co-learners.

Grade 3

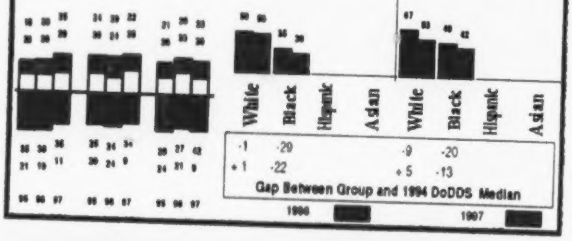
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62	57	58.3	51.8	68
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	96	96	95	96	95

Percent of Students in Each



Grade 4

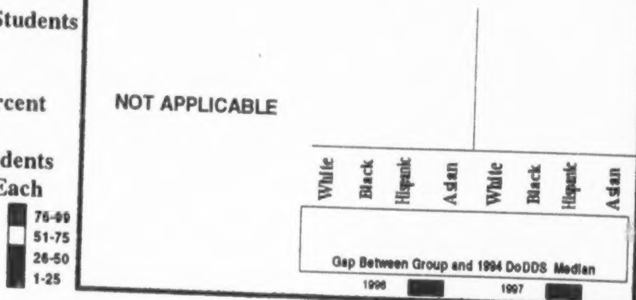
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	56.3	55.7	50	45	52
District	62.2	60.6	61.8	55.8	57.6
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	65	65	65	65	65



1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kitzingen ES
UNIT 26124
APO AE 09031-0005

DSN Phone: 355-8837/8637
Fax Number: 49-9321-23223
Commercial Phone:
49-9321-24100/23191

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					

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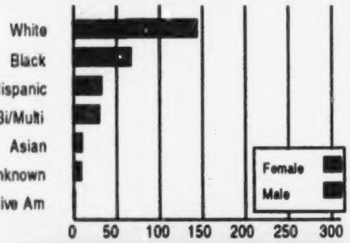
Ansbach,
Germany

Department of Defense Education Activity
Rainbow Elementary/Middle School (PK-6)
1996/97 School Profile
C. Margaret Deatherage, Principal

School Characteristics

Student Enrollment - 293



Grade	#
PreK	10
K	55
1	43
2	42
3	42
4	37
5	34
6	30
Total	293

Sponsor Affiliation	
Marine	<.5%
Army	92%
Navy	<.5%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Special Programs

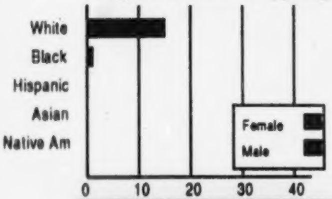
Grade Offered	Program	#	%
PK-12	Special Education	28	10%
K-8	TAG	48	17%
K-12	ESL	39	14%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Year	Teacher
New	0
1-3	1
4-6	0
7-10	3
> 10	11

Mobility Rate
43% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	11
Special Education	2.5
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	35%
MA/MS	65%
Doctorate	0%

Principal's Highlights

"Knowledge is gold at Rainbow" is our school motto. During this, my first year at Rainbow, it has been a pleasure to find so many good teachers who are dedicated to children and who know that students need a positive environment in which to learn.

Rainbow's curriculum has a strong fundamental base. We have institutionalized two of our benchmarks--one on writing and one on math problem solving. The Home/School partnership components have made great strides with the starting of our Parent Center and family study trips.

We are also slowly acquiring a strong technology base. Our teachers do wonders with our Apple Lab, but we are most pleased to get some new IBM-compatible multi-media systems.

Rainbow has an extremely strong music program. Our children sang for many programs in school, on base, and in downtown Ansbach. Our sixth grade band is quite good.

Rainbow students get an enriched education via fine classroom instruction, a wonderful media center, many study trips, and a student/parent/teacher partnership for education.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang.Arts, and Soc. Studies.

As evidenced by the 1995/1996 NCA Report, Report Card Data and CTBS Data, Rainbow Elementary has successfully reached its goals with regard to Language Arts, and specifically writing. This coming school year, Rainbow will be focusing on new areas in the Reading Curriculum.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Mathland Assessments, CTBS Data and Report Card Data reveal that Rainbow Elementary is reaching its specific goals with regard to Problem Solving. Data revealed a significant increase in student performance across the grade levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A Parent/School Inventory distributed in February indicated that parents of Rainbow Elementary students feel invited, welcomed, and informed of school policies, activities and of student progress and achievement.

Benchmark 10.8: Establish Technology for teachers and administrators.

The main focus in this area has been on the training of educators to increase their technology skills. Over half of the staff has completed Level 1 and several have completed Level 2 training this year.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.67	3.70
Co-Supporters	3.3	3.18	3.31
Co-Learners	3.1	2.83	3.00
Co-Teachers	3.7	3.22	3.31
Co-Advisors	3.4	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

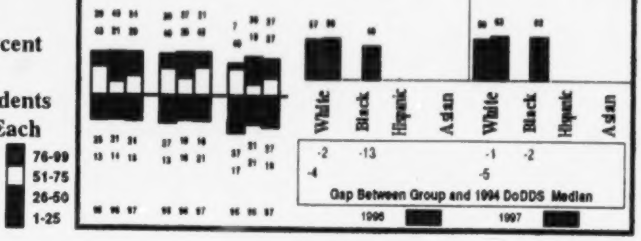
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Based upon the results of the School-Home Partnership Self-Evaluation, the staff at Rainbow Elementary has created a communicative, informed and well-supported school-home partnership.

Grade 3

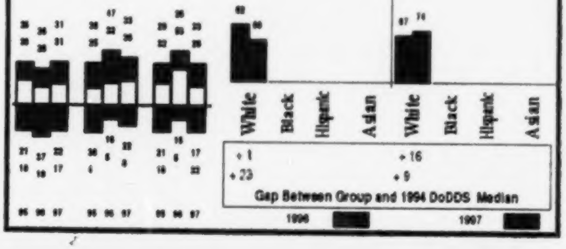
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	58	61	55	49.5	62
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	38	38	37	38	37

Percent of Students in Each



Grade 5

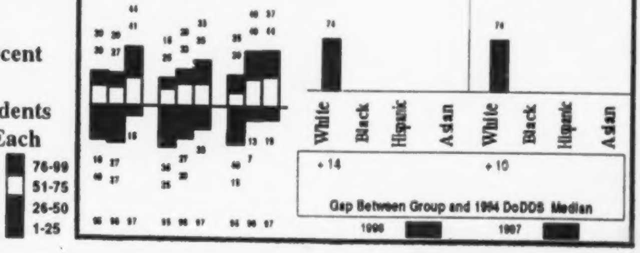
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64.3	62	59.3	53.5	54.7
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	36	36	36	36	36



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	73	66	70	62	72
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	27	27	27	27	27

Percent of Students in Each



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	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

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CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Rainbow ES
UNIT 28614, BOX 0040
APO AE 09177-0005

DSN Phone: 468-7806
Fax Number: 49-981-5539
Commercial Phone:
49-981-15984

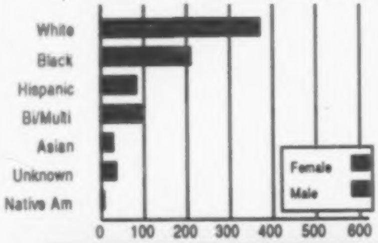
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	96	19	755	741.9	37%	47%	16%	0%	0%
5	97	35	740.7	734.5	20%	74%	3%	3%	0%

Schweinfurt, Germany

Department of Defense Education Activity
Schweinfurt Elementary School (PK-5)
1996/97 School Profile
Daniel J. Osgood, Principal

School Characteristics

Student Enrollment - 824



Grade	#
PreK	25
K	152
1	155
2	149
3	128
4	122
5	93
Total	824

Sponsor Affiliation	
Marine	<.5%
Army	98%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

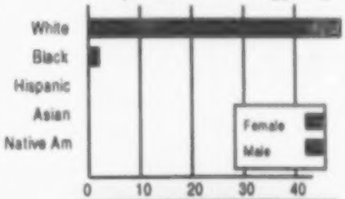
Grade Offered	Program	#	%
PK-12	Special Education	94	11%
K-8	TAG	79	10%
K-12	ESL	44	6%
1	Reading Recovery	24	15%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	4
4-6	3
7-10	3
> 10	42

Mobility Rate
42% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	5.5
Other Professionals	12.5

Teacher Education

Degree	% Teachers
BA/BS	27%
MA/MS	71%
Doctorate	2%

Principal's Highlights

Schweinfurt ES has placed a strong emphasis on enhancing communication skills, while promoting technology, and computer use by the staff and students weekly.

Two computer labs and a full-time instructor to service grades 1-5 increases schoolwide participation. A school wide LAN will be completed this summer. Administration and staff agreed to commit as part of their individual professional goal to improve computer and technological expertise and utilization. Alternative assessments are used by the staff with increased proficiency.

The five tiered model of the Home School Partnership is centered this year on Co-Communication: Parent Newsletters from teacher and principal, weekly reports, weekly assessment folders, daily behavior notes, quarterly conferences, home visits, class letters and questionnaires have been used to foster communication.

Our leadership team believes it is significant to note that over the past 2 years every unit in the Military Community has been deployed to Bosnia or Macedonian for 9 months-2 years, with several units deployed consecutively. Our school staff is commended for its proactive programs which support our students at a time when so many of our families are severely affected.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....

Our school plan has focused on writing across the curriculum in an effort to improve communication skills. The entire staff has been given additional training this year in the use of and construction of rubrics and holistic scoring. Student scores indication proficiency/mastery in the area of writing have increased 17.6% between January and June.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

We have completed our second year using the Mathland curriculum. Teachers, students, and parents are more familiar and comfortable with the program. A student survey showed a very positive attitude towards math in our school. While 3rd and 5th grade CTBS scores have once again decreased, 4th grade scores(TerraNova) were up 5.9 percentage points.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....

Teachers are continuously kept informed through a daily bulletins. By opening the school year (week #1) with an Open House a positive proactive communication was established. Parents receive monthly school newsletters and the 4th & 5th grades established a monthly school newspaper.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Grades 1-5 receive weekly computer instruction in our computer lab. Students in grades 3-5 participated in National Geographic Food, Water, and Pollution Projects and grades 4 &5 were involved in Pen Pal E-mail linking us with 116 schools worldwide. Over 90% of classroom teachers participated in after school computer classes for graduate credit.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.67	3.70
Co-Supporters	3.0	3.18	3.31
Co-Learners	2.6	2.83	3.00
Co-Teachers	3.2	3.22	3.31
Co-Advisors	3.2	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

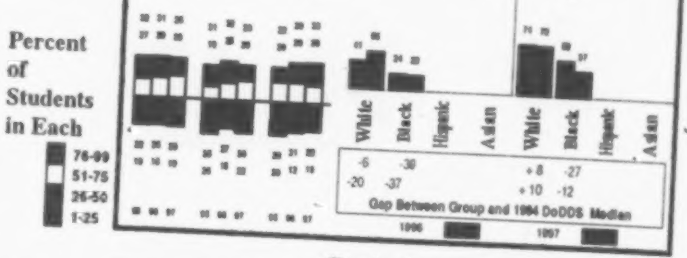
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Our school has focused the implementation of the School-Home Partnership program on building new bridges between the school and the military community. We feel that by selling the importance of this program to the local command we can better reach and involve both parents in their child's school experience.

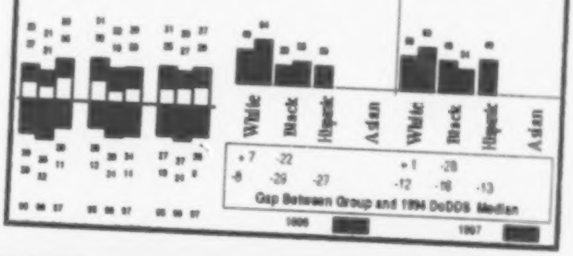
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57	52.2	60.5	41.6	59.2
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	113	112	113	113	113



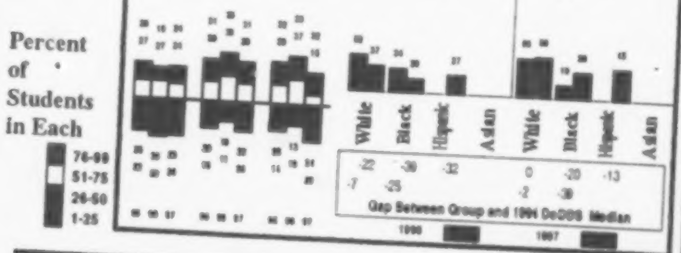
Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57.7	52	55.8	54.8	53.3
District	62.2	60.6	61.8	55.8	57.6
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	109	109	108	109	108



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	49.6	58.7	47	29.8	46
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	87	87	87	87	87



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt ES
CMR 457
APO AE 09033-0005

DSN Phone: 354-6734/6518
Fax Number: 49-9721-803905
Commercial Phone:
49-9721-81893

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	83	733.9	741.1	11%	61%	16%	12%	0%
5	96	73	693.4	741.9	29%	41%	22%	4%	1%
5	97	81	693.9	734.5	17%	59%	12%	9%	2%

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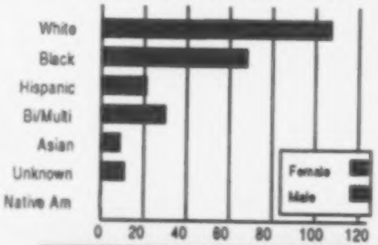
Schweinfurt, Germany

Department of Defense Education Activity
Schweinfurt Middle School (6-8)
1996/97 School Profile
E.B. Stafford, Principal

School Characteristics

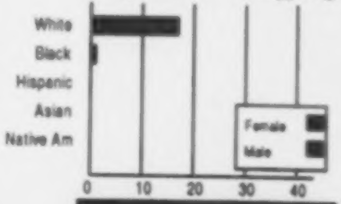
Student Enrollment - 246



Grade	#
6	91
7	81
8	74
Total	246

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	18	7%
K-8	TAG	32	13%
K-12	ESL	40	16%
1	Reading Recovery	N/A	N/A
7-12	AVID	20	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	1
7-10	2
> 10	15

Mobility Rate
27% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	1
Other Professionals	2.5

Teacher Education

Degree	% Teachers
BA/BS	50%
MA/MS	50%
Doctorate	0%

Principal's Highlights

School year 1996\97 has provided our students with a wide-variety of opportunities in writing and problem solving. In the area of writing our 7th-grade students have concluded the year by scoring the post writing sample for the entire school.

Problem Solving has increased our students understanding and knowledge about ways to see situations from different viewpoints and to solve problems with a variety of insights.

Teachers have increased their awareness of computer technology and skills by participating in the District offered computer classes and in-service training provided at the school.

Our School\Home Partnership through our varied publications have enabled our parents to help their students with writing and problem solving skills. Thus parents have been able to encourage students in their endeavors both in and out of the classroom.

We have made good strides this year and hope to accomplish even more during school year 1997\98.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Basic writing skills were emphasized during SY 96\97. Our 8th and 7th graders writing skills have increased dramatically. The 7th graders holistically scored the final writing sample for the school. Parents were encouraged to help students with their writing skills through suggestions sent home.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Problem Solving has been the focus for SY 96\97. Math students have sharpened their skills through a variety of problems solving strategies and skills. Pre and Post tests were administered with marked improvement shown in the 8th grades overall scores.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A Principal's newsletter is sent home monthly. The school' newspaper "Knights and Daze" and the 6th grade Math newsletter are sent to parents on a regular bases. The entire staff has access to CC:mail in their classroom. The school also has access to the Army e:mail system. Training for this system will be conducted during SY 1997-98.

Benchmark 10.8: Establish Technology for teachers and administrators

All teachers and staff have received the opportunity to engage in computer training during SY 96\97. During our two in-service trainings we offered 10 workshops on computers. One third of our staff has taken advantage of the classes offered from the District Office to further their technology skills. These experiences have enable teachers to pass their skills on to students.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators		3.67	3.70
Co-Supporters		3.18	3.31
Co-Learners		2.83	3.00
Co-Teachers		3.22	3.31
Co-Advisors		3.09	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

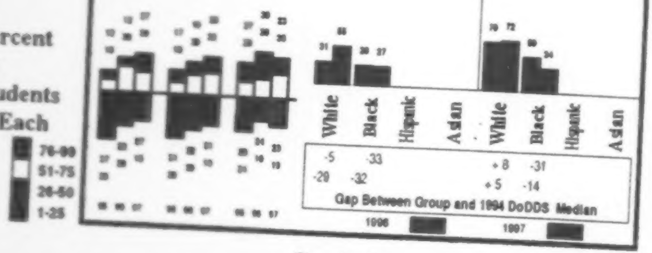
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......
The Knights and Daze has been produced by the newspaper club., a Math Newsletter from the 6th grade and a monthly Principal's newsletter has helped to keep parents informed about activities and events taking place during SY 96\97. School groups, clubs, teachers, classrooms, and students have contributed to these publications.

Grade 6

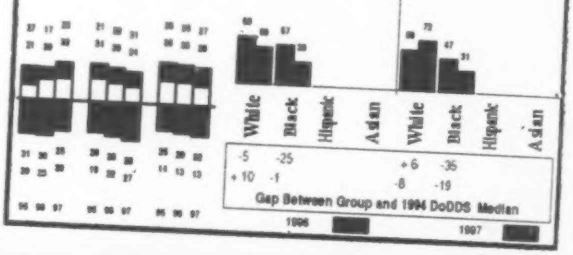
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	54.5	56.5	58.7	49	56.7
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	84	84	84	84	85

Percent of Students in Each



Grade 7

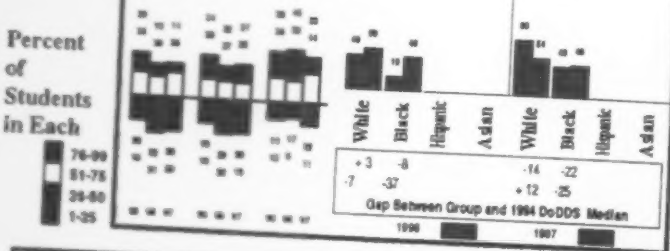
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	52.7	48	52.8	38	59.7
District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	75	75	75	74	75



Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	50	53	60.7	55.5	49.4
District	60.4	66.6	64.1	56.1	58.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	64	64	64	66	65

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Schweinfurt MS
CMR 457
APO AE 09033-0005

DSN Phone: 354-6812
Fax Number: 49-9721-84363
Commercial Phone:
49-9721-804301

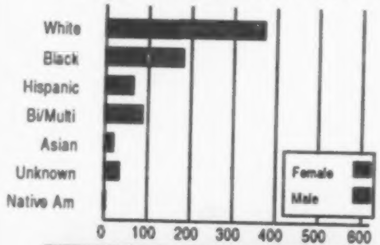
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	70	793	767.6	50%	24%	17%	6%	3%
8	96	49	804.2	770	33%	45%	20%	2%	0%
8	97	56	713.5	689	41%	50%	5%	2%	2%

Vilseck, Germany

Department of Defense Education Activity
Vilseck Elementary School (PK-6)
1996/97 School Profile
Martin M. Kinney, Principal

School Characteristics

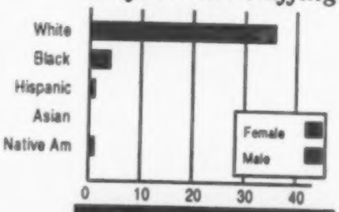
Student Enrollment - 767



Grade	#
PreK	18
K	109
1	136
2	108
3	114
4	107
5	91
6	84
Total	767

Sponsor Affiliation	
Marine	<.5%
Army	96%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	74	10%
K-8	TAG	44	6%
K-12	ESL	36	5%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	4
7-10	6
> 10	36

Mobility Rate
39% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	31
Special Education	4
Other Professionals	11.5

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Vilseck Elementary School made leaps forward this year in our school improvement activities.

The staff emphasized increasing computation and estimation skills this year, in addition to creating many math activities that required students to use manipulative materials. CTBS-4 and Multiple Assessments results were markedly higher this year in those areas. Scores were also higher in reading and language arts.

In the area of technology, students benefited from the organized effort to have all teachers become more technologically literate. Most staff members made huge strides in the level of their computer skills.

The school-home partnership at Vilseck Elementary School became even stronger. Self-addressed letters accompanied the school newsletter so parents could make comments about our school and then easily mail them back to us. Baby-sitting was provided for many school events so more parents could participate.

The School Improvement Leadership Team made constructive contributions to the overall school improvement efforts.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

In-service time was devoted to the collection and assessment of vocabulary development strategies. Macmillan reading unit tests were collected to assess progress in areas related to vocabulary. Teachers received in-service on the implementation and components of the new reading/language arts adoption.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies focused on developing reasonable proficiency with basic facts and algorithms. Special emphasis was placed on computation and estimation skills. At in-services teachers learned about effective math instructional strategies.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A parent newsletter was distributed bi-monthly to keep our families updated on school issues. In addition to the principal's portion, the school nurse and counselors contributed pertinent information in their fields. Individual teachers also sent home their own letters and calendars to keep parents informed of activities in their classrooms.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus of our technology staff development was on the training of educators to increase their technology skills at Levels 1 and 2 of the Wuerzburg District flower model. The IBM and Apple labs were upgraded, as was the information center.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.67	3.70
Co-Supporters	3.6	3.18	3.31
Co-Learners	2.8	2.83	3.00
Co-Teachers	3.5	3.22	3.31
Co-Advisors	3.2	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

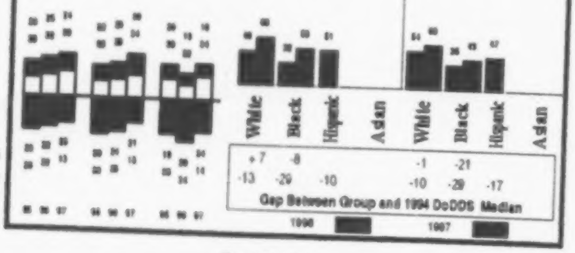
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Curricular presentations for parents were a regular part of SAC, PTSA, and other parent meetings. Parents volunteered, participated in study trips, attended in-service presentations, and shared their expertise in classrooms. Over a hundred parents have volunteered their services this year. Parents and staff members participated in the SHP evaluation.

Grade 3

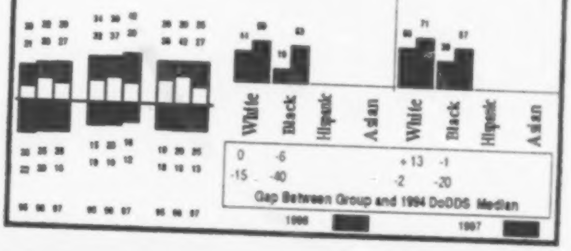
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60.6	58.7	52.7	61	54.2
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	104	104	104	103	103

Percent of Students in Each
76-99
51-75
26-50
1-25



Grade 5

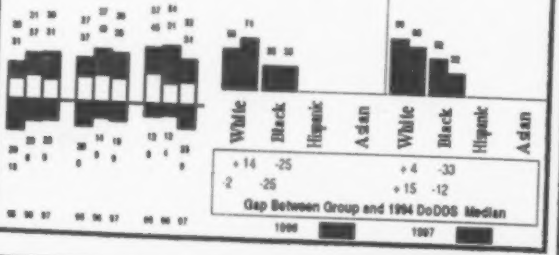
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60	67.8	64	55	59
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	.50	50
# Students	82	83	83	83	82



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67.3	63	60	65.3	59.4
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	77	77	77	77	77

Percent of Students in Each
76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck ES
UNIT 28040
APO AE 09112-0005

DSN Phone: 476-2812/2673
Fax Number: 49-9662-7385
Commercial Phone:
49-9662-8431

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	94	736.9	741.1	18%	54%	17%	10%	1%
5	96	85	703.2	741.9	25%	46%	21%	6%	2%
5	97	85	722.7	734.5	32%	54%	7%	6%	1%

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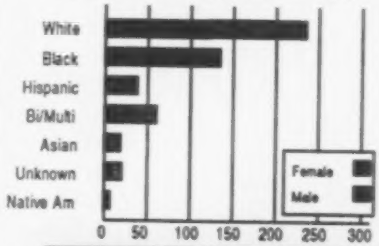
Vilseck,
Germany

Department of Defense Education Activity
Vilseck High School (7-12)
1996/97 School Profile
David Witte, Principal

School Characteristics

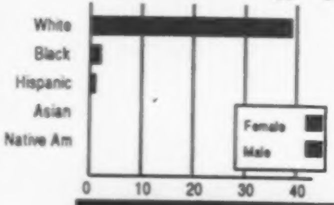
Student Enrollment - 516



Grade	#
7	114
8	107
9	96
10	94
11	60
12	45
Total	516

Sponsor Affiliation	
Marine	<.5%
Army	83%
Navy	<.5%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	17%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	30	6%
K-8	TAG	N/A	N/A
K-12	ESL	8	2%
I	Reading Recovery	N/A	N/A
7-12	AVID	29	
AP Courses Offered		7	
Students Taking AP Courses		64	62%

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	1
7-10	0
> 10	37

Mobility Rate
27% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	32.5
Special Education	2
Other Professionals	3.5

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	64%
Doctorate	0%

Principal's Highlights

Vilseck High School has increased student and parent participation in the decision-making process particularly concerning school policy(s). Communication and support between the school and community provides a strong partnership that insures a positive and safe learning environment.

Teaching teams have been created for Middle School students to strengthen teacher communication and coordination and lessen student anxiety. Students have overcome the difficulties that arise from transitioning through elementary, middle and high school settings. This is due to the positive, caring attitude of the staff and strong parental support.

Student recognition is a priority. We continue to expand student, parent and community recognition through our Rennaissance program, stressing student awards assemblies and community recognition days. The student council takes an active leadership role in developing and coordinating all student activities, with the exception of athletics. Students feel a strong sense of ownership. All activities are planned, carried out and debriefed by the student council with advice from the faculty.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang Arts, and Soc. Studies

Teachers practiced collaboratively in grading writing samples. Various assessment modes were utilized to measure student progress. Grammar and mechanics pre and post tests yielded 100% positive results for all grades. Computer labs were utilized for language arts instruction particularly on the middle school level.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

To better prepare middle school students for high school algebra, we worked with measurements, number theory, equations, and applications in daily problem solving situations. Our pre and post tests show an average increase of 6.4 points per student in grades 7, and 7.2 points per student in grade 8.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Our Principal's Newsleter is one instrument which shares information and solicits input from the community. Our SIP Leadership Team, Home School Partnership Committee, School Advisory Council, Installation Advisory Council, and Town Hall meetings, provide forums for constant contact with parents, community, teachers, and students.

Benchmark 10.8: Establish Technology for teachers and administrators

The focus of our technology staff development during SY 96-97 has been on the training of educators to increase their technology skills. We will continue to emphasize teacher skills while also expanding staff development efforts aimed at classroom applications for increasing students' technology skills.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.8	3.67	3.70
Co-Supporters	2.6	3.18	3.31
Co-Learners	1.7	2.83	3.00
Co-Teachers	2.5	3.22	3.31
Co-Advisors	2.2	3.09	3.17

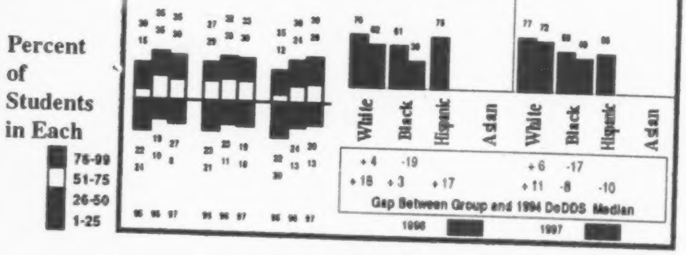
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Regularly scheduled School/Home partnership meetings have been held. Decisions have been made regarding furthering progress in communications among home, school, and community in the coordination of scheduled activities such as: open house, and change in location and frequency. Parents have been contacted personally by staff and administration.

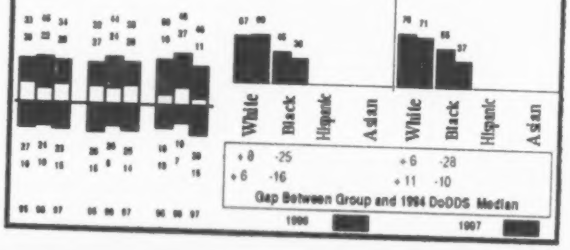
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63	60	69	53.8	63.3
District	61.3	58.7	66.5	50.4	63.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	100	100	100	100	100



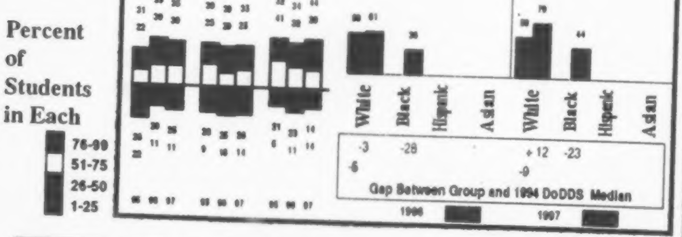
Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.3	61	67.3	49	61.3
District	59.8	62.2	72	52.3	55.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	79	79	79	79	79



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	67	59	70.8	53	70.5
District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	57	57	57	57	57



SAT Results		School	District	DoDDS	Nation
% Participating	96	74%	60%	62%	41%
	97	78%	52%	63%	41%
Math Avg Score	96	471	482	506	508
	97	476	460	505	511
Verbal Avg Score	96	510	519	518	505
	97	519	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Vilseck HS
UNIT 28041
APO AE 09112

DSN Phone: 476-2864/2554
Fax Number: 49-9662-7482
Commercial Phone:
49-9662-8505

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	105	754.3	767.6	30%	21%	34%	13%	2%
8	96	92	766.9	770	19%	45%	33%	2%	2%
8	97	87	694	689	24%	51%	20%	6%	0%
10	95	65	752.4	792.8	6%	31%	37%	26%	0%
10	96	62	766	798.9	16%	47%	24%	11%	2%
10	97	82	709.2	711.6	34%	34%	26%	6%	0%

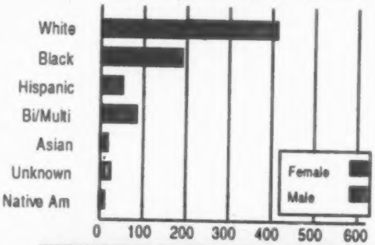
Wuerzburg,
Germany

Department of Defense Education Activity
Wuerzburg Elementary School (PK-5)
1996/97 School Profile

David Trukositz, Principal

School Characteristics

Student Enrollment - 793



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	84	11%
K-8	TAG	214	28%
K-12	ESL	32	4%
1	Reading Recovery	25	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

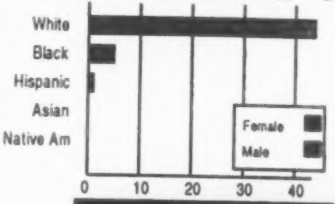
Grade	#
PreK	33
K	121
1	156
2	119
3	125
4	112
5	127
Total	793

Sponsor Affiliation	
Marine	<.5%
Army	95%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	1
4-6	1
7-10	2
> 10	47

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33.5
Special Education	6
Other Professionals	11.5

Teacher Education	
Degree	% Teachers
BA/BS	34%
MA/MS	62%
Doctorate	4%

Principal's Highlights

Wuerzburg Elementary School is located on Leighton Barracks, Wuerzburg, Germany and provides an educational program for 800 students. The elementary school educates a culturally diverse population of students, including 3 year olds in a Pre-School developmental program, and a Sure Start program for 4 year old students. There are 30 self-contained classrooms for students in Kindergarten through the fifth grade.

In direct support of the School Improvement Plan, we have developed a very active and involved School-Hone Partnership Program. As a result of a technology pilot program, the school computer lab and classrooms are under one Local Area Network.

Another integral part of our School Improvement plan places a special emphasis on Writing Opportunities for the students, and Math Problem-Solving skills. Find out more about Wuerzburg Elementary School on our Home page http://204.219.6.5./~WAES

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.
We have been very successful in reaching our goal in writing, as reported by the NCA visitation team. They recommended the school should pick a new goal. The students engage in the writing process as though it is part of their daily school routine.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
The students are acquiring skills in the area of Math Problem -Solving through the use of the Problem Solver. We are looking to expand the concept of problem solving to the other academic subjects and social skills.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
The weekly Parent Pages inform parents , students and community about school events and activities. The section on the Home School Connection has ideas for parents to be involved with learning at home. The Families and Schools Together , School Advisory Committee and School Improvement Leadership Team are integral part of the total school program.

Benchmark 10.8: Establish Technology for teachers and administrators.
The staff and students are becoming very proficient in the use of computer technology. Thirty of the staff received university credit in technology this past school year. We have an active computer club, and next year, all classrooms will have access to the Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators		3.67	3.70
Co-Supporters	3.6	3.18	3.31
Co-Learners	3.4	2.83	3.00
Co-Teachers		3.22	3.31
Co-Advisors	3.3	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

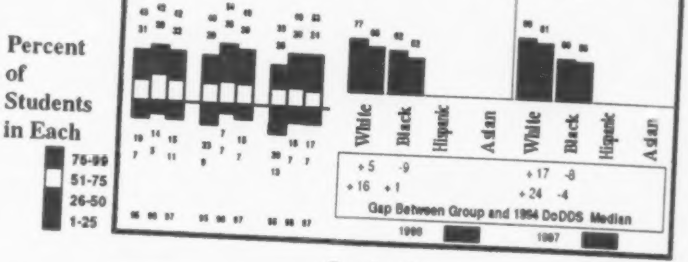
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

This has been a very productive part of our school program. The PTA has become an active family education focused group. Parents feel comfortable in the school as volunteers, co-teachers and co-decision makers. The school and community are united to increase student success in school.

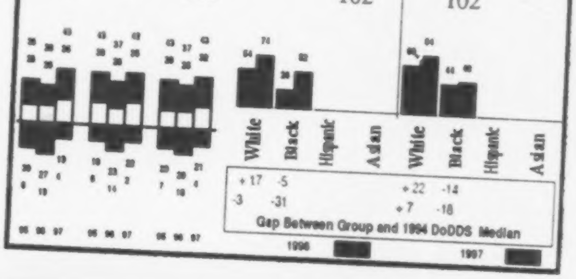
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.3	74.8	77.3	60.4	75.4
District	62.3	61.7	60.9	54.4	63
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	118	117	118	118	118



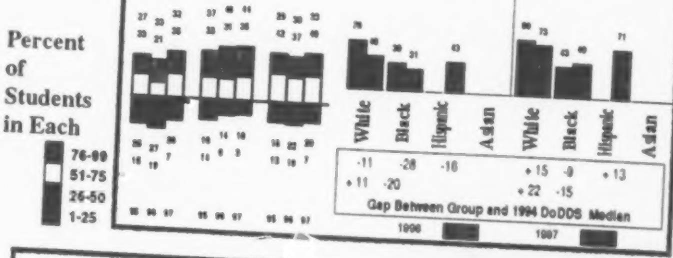
Grade 4

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
	68.3	71	72.7	66.3	70.4
	62.2	60.6	61.8	55.8	57.6
	67.2	63.9	67.5	62.8	62.6
	50	50	50	50	50
	101	101	102	102	102



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62	73.5	65.6	37.5	67.3
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	123	123	123	123	122



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

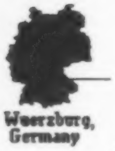
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg ES
CMR 475 BOX 6
APO AE 09036-0005

DSN Phone: 350-6158/7169
Fax Number: 49-931-700691
Commercial Phone:
49-931-700660

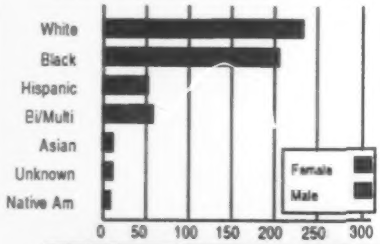
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	84	742.5	741.1	16%	54%	26%	5%	0%
5	96	80	736.8	741.9	25%	58%	16%	0%	1%
5	97	107	742.4	734.5	31%	62%	3%	4%	1%



Department of Defense Education Activity
Wuerzburg Middle School (5-8)
1996/97 School Profile
Karen J. Kroon, Principal

School Characteristics

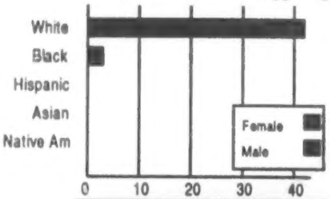
Student Enrollment - 579



Grade	#
5	88
6	185
7	158
8	148
Total	579

Sponsor Affiliation	
Marine	<.5%
Army	93%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	46	8%
K-8	TAG	N/A	N/A
K-12	ESL	52	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	38	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	3
7-10	1
> 10	35

Mobility Rate
33% Per Year

School Staff

Category	FTE
Administrators *	2
Classroom Teachers	30.5
Special Education	5
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	24%
MA/MS	73%
Doctorate	2%

Principal's Highlights

Wuerzburg Middle School opened in August, 1990. In June 1993 it was selected by the U. S. Department of Education as a National Blue Ribbon School. The staff continues to build and improve the educational programs and services which earned this honor. In addition to 31 general purpose classrooms, a school information center, a multi-purpose room, a gym, and various offices, the school has laboratories for Art, Keyboarding, Computer Science, Home Economics, Music, Science, and Technology Education. Wuerzburg Middle School was a pilot site for the AVID program and the DARPA-CAETI technology infusion project.

In April 1997, the school was commended by the NCA Visitation Team for the professionalism of the staff, the implementation of the middle school concept, students' pride in their school and their academic work, successful implementation of writing in all subject areas, technology infusion, and excep-tional decision-making processes. Staff, parents, and students participate actively in the school improvement process.

In addition to a strong academic program, Wuerzburg Middle School provides a variety of extra-curricular activities, sports, contests, and programs, which support and enrich the core curriculum.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

As reported by the NCA Visiting Team, writing is cross-curricular and valued as a learning tool. Language Arts standards were reviewed and discussed by all teachers; the writing process was promoted in all subject areas; and student-generated writing samples from all curricular areas were collected, shared, discussed, and displayed in school-wide portfolios organized by grade level.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Teachers offered an enriched curriculum and challenging activities in math, with special emphasis on fractions and decimals. Teachers reviewed and discussed the DoDDS and NCTM Mathematics Standards, articulated the standards across grade levels and curricular areas, and utilized the standards and expectancies to improve achievement in mathematics for all students.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The basic school organization is Interdisciplinary Teams which meet regularly to discuss curriculum, instruction, and special projects and to work as a group with students and parents. Team Leaders serve on the Management Council which makes decisions/recommendations on school policies, procedures, schedules, and activities.

Benchmark 10.8: Establish Technology for teachers and administrators.

Teachers and administrators received training in computers, and were commended by the NCA team for evidence that this training is being shared with students. Word processing, web sites, and internet and computer use in research are frequently displayed in many classrooms, as technology has become an integral part of classroom instruction.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.67	3.70
Co-Supporters	3.1	3.18	3.31
Co-Learners	2.8	2.83	3.00
Co-Teachers	3.3	3.22	3.31
Co-Advisors	3.2	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

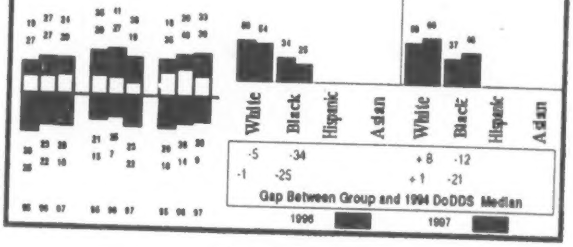
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Students surveyed their parents' use of writing at work, at home, and in daily life. Parents participated in school reading and health programs, study trips, and served actively on the School Discipline committee. In addition to newsletters and School-Home Partnership meetings, parents frequently received positive comments on postcards from teachers and administrators.

Grade 5

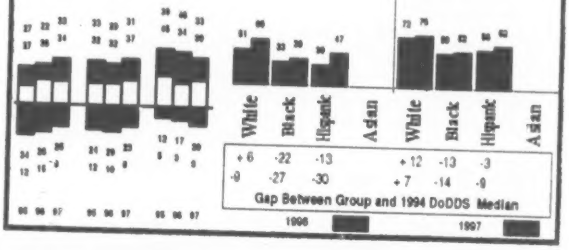
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55	58	65	41.6	50.5
District	59.7	69.7	65.6	46.8	58.2
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	82	81	82	81	82

Percent of Students in Each



Grade 6

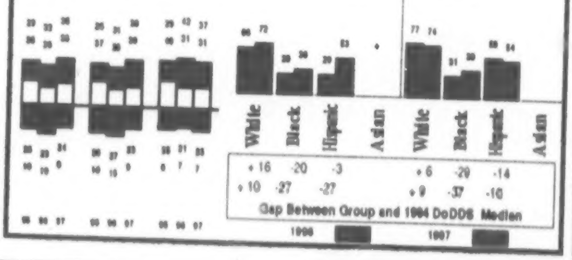
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61.6	63	63.4	53.6	65.8
District	63.8	62.6	63.6	57.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	166	166	166	166	165



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66	66.3	63.9	56.7	56.6
District	60.4	66.6	64.1	56.1	58.4
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	133	133	134	134	134

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	60%	62%	41%
	97	NA	52%	63%	41%
Math Avg Score	96	NA	482	506	508
	97	NA	460	505	511
Verbal Avg Score	96	NA	519	518	505
	97	NA	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DSN Phone: 350-6199/7399
Fax Number: 49-931-702718
Commercial Phone:
49-931-709697

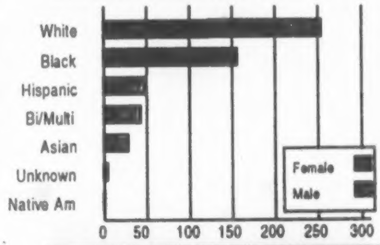
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score						
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	84	742.5	741.1	16%	54%	26%	5%	0%
5	96	77	724	741.9	22%	52%	22%	4%	0%
5	97	76	749.8	734.5	32%	59%	7%	3%	0%
8	95	125	768.4	767.6	36%	18%	31%	14%	1%
8	96	127	776.3	770	17%	45%	32%	6%	0%
8	97	133	696	689	27%	50%	14%	8%	0%

Wuerzburg, Germany

Department of Defense Education Activity
Wuerzburg High School (9-12)
1996/97 School Profile
Ron Steinman, Principal

School Characteristics

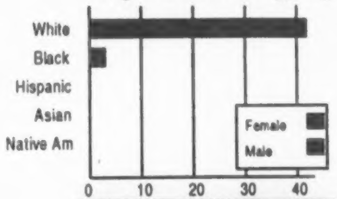
Student Enrollment - 536



Grade	#
9	195
10	157
11	99
12	85
Total	536

Sponsor Affiliation	
Marine	<.5%
Army	85%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	22	4%
K-8	TAG	N/A	N/A
K-12	ESL	23	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	28	
AP Courses Offered		9	
Students Taking AP Courses		74	40%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	1
7-10	2
> 10	42

Mobility Rate
27% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	36.5
Special Education	2
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	34%
MA/MS	62%
Doctorate	4%

Principal's Highlights

Wuerzburg American High School has taken Goal 3.1's focus on note taking and summarizing into every curriculum and course offering. Constant refinement, use, application, and instruction in notetaking is pervasive throughout the school. Students use their notes to help them succeed in all classes.

Goal 10.8 has advanced to the stage where we have fully Internet connected and networked computers in every classroom. This provides every teacher and his/her students on line access in every curricular area when we begin SY 1997-1998.

A prime emphasis for 1997-98 will be the establishment of a parent center. We have a concept of a "parent lounge" which is inviting and comfortable. We will examine possible child care options. It is our goal to encourage our parents to join our teachers as in-school partners in every student's education. We will work to help parents and their students put school and school success first on everyone's agenda.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

The school -wide goal on note-taking and summarizing produced a greater emphasis on writing to learn and writing to communicate. A comparison of data collections from January and from May, 1997, shows increased use and practice. Tenth grade writing assessment scores have improved significantly from the previous year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Our tenth grade math scores from the TerraNova Assessment show quality gains for all students. Our key data show our lowest 10% achieving students scoring +11 above the average of their group; the lower achieving students scored +10 above average of their group. We are committed to extend these gains throughout all grade levels.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The changes and reorganizations taking place at the National, Area, and District office levels help us support students, particularly in technology and language arts. These are the center of our internal and external communications with our teachers, students, parents, and community. We will strive to implement on-line communication with parents

Benchmark 10.8: Establish Technology for teachers and administrators.

We are fully connected and on-line. Many teachers are using Internet based programs in their curriculums. This is slated to extend to every classroom at the beginning of SY 97-98. Nearly two-thirds of the staff has voluntarily taken beginning and/or advanced computer training to support curriculum in every subject matter offered at Wuerzburg High School.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	2.0	3.67	3.70
Co-Supporters	1.6	3.18	3.31
Co-Learners	1.6	2.83	3.00
Co-Teachers	2.5	3.22	3.31
Co-Advisors	1.8	3.09	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Two parent conference days were held during this school year. This brought 42 teachers in direct contact with hundreds of parents. Specific conferences with parents of low achieving students were a staff priority. Training has begun for the School Home Partnership. All parent groups are being recruited and encouraged to expand their involvement.

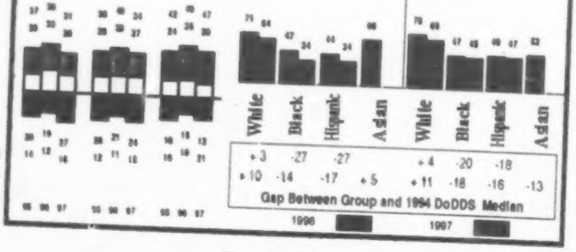
Grade 9

1997 Median Percentiles

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	57.4	60.4	73.2	52.5	55.4
District	59.8	62.2	72	52.3	55.2
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	178	179	179	180	179

Percent of Students in Each

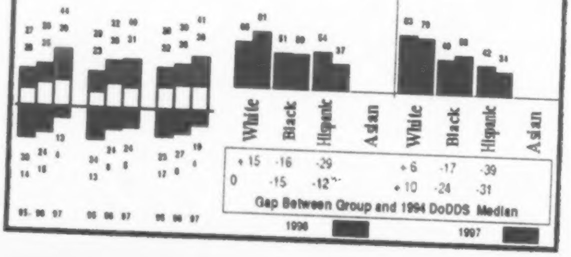
76-99
51-75
26-50
1-25



Grade 10

1997 Median Percentiles

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	70.3	66.6	71.5	58.5	70
District	70.9	66.6	70	61.9	70.6
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	149	149	150	150	150



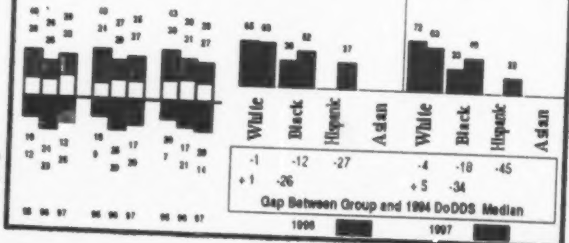
Grade 11

1997 Median Percentiles

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
for: School	58.5	61	55.7	53.6	54
District	59.4	58.5	64.3	51.2	61
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	99	99	99	98	99

Percent of Students in Each

76-99
51-75
26-50
1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	73%	60%	62%	41%
	97	54%	52%	63%	41%
Math Avg Score	96	480	482	506	508
	97	451	460	505	511
Verbal Avg Score	96	517	519	518	505
	97	492	500	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Wuerzburg HS
CMR 475, BOX 8
APO AE 09036-0005

DSN Phone: 350-7176
Fax Number: 49-931-700192
Commercial Phone:
49-931-706524

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Percent at Each Performance Level: Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	74	791	792.8	19%	41%	30%	11%	0%
10	96	82	818.2	798.9	35%	45%	18%	1%	0%
10	97	138	713.6	711.6	33%	47%	17%	2%	0%

SECTION K

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PACIFIC AREA
1996-1997

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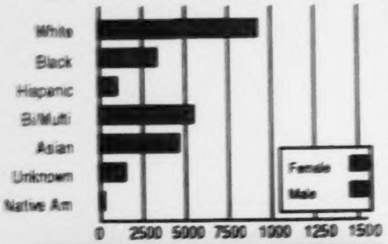
Department of Defense Education Activity
Pacific Area
1996/97 Profile
Nancy Bresell, Superintendent

Area Characteristics

Student Enrollment - 25,084



Special Programs			
Grade Affected	Program	#	%
PK-12	Special Education	1697	7%
K-8	TAG	3722	18%
K-12	ESL	1340	5%
1	Reading Recovery	208	8%
7-12	AVID	221	[illegible]
Students Taking AP Courses		548	31%

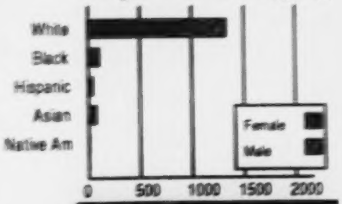
Grade	#
PreK	561
K	2514
1	2675
2	2584
3	2439
4	2308
5	2014
6	1959
7	1832
8	1674
9	1552
10	1232
11	949
12	791
Total	25084

Sponsor Affiliation	
Marine	18%
Army	11%
Navy	21%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	18%
Non-US Civilians	1%

Teacher Experience	
Year	Teachers
New	67
1-3	119
4-6	147
7-10	215
> 10	1171

Mobility Rate
28% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	79
Classroom Teachers	1342.5
Special Education	139
Other Professionals	296.5

Teacher Education	
Degree	% Teachers
BA/BS	37 %
MA/MS	60 %
Doctorate	2 %

Superintendent's Highlights

The DoDDS Pacific Area is comprised of thirty-five schools in three districts located in Korea, Japan, and Okinawa. A student population of 24,800 is serviced by approximately 1875 educators. Additionally, supervision and support of the 3 schools and 2,600 students in the Guam District are provided by the Pacific Area.

The challenges set forth in the DoDEA Community Strategic Plan with its focus on education and organizational accountability have continued to be the focus of the Pacific Area Office. We have used the School Improvement Process as the guiding principles to follow as we set out to make the DoDDS Pacific schools a better place for learning for all students.

The DoDDS Pacific Area continues to set high expectations in all facets of education. Narrowing the achievement gap is a high priority, as well as providing quality staff development for all educators.

DoDDS Pacific will always pursue the motto, "Partners in Education."

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.....

The Area Office staff coordinated training for teachers in the use of the Internet and multi-media applications to support instruction in these areas. The Area Office staff produced the Pacifica Journal; SUN, an anthology of literary works; and the Media Festival provided recognition of exemplary written works produced by language arts students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

The Area Office staff promoted integration of strategic elements of the AVID program in all middle and high schools and coordinated training for AVID site teams and core subject teachers in the Pacific Area. The Area Office staff coordinated a professional development program for Assistant Principals and School Improvement Liaisons in data analysis techniques.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.........

The Area Office staff coordinated the Advisory Council for Dependents Education Pacific school visits and conference. The Area Superintendent conducted District Superintendent meetings to facilitate communication and cooperation among the districts. The Area Superintendent also provides a vital communication link between DoDDS and the Pacific military commands.

Benchmark 10.8: Establish Technology for teachers and administrators.............

The Area Office staff coordinated training for teachers in the use of the Internet, multi-media applications, and the Novell Network. Educational technology orientation training for all Pacific Area business, computer, and industrial technology teachers was provided. The Pacific Area Media Festival was reinstituted to recognize student work in technology.

Average Ratings of SHP Progress		
Tier	**Area**	**DoDDS**
Co-Communicators	3.84	3.70
Co-Supporters	3.52	3.31
Co-Learners	3.12	3.09
Co-Teachers	3.46	3.31
Co-Advisors	3.23	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

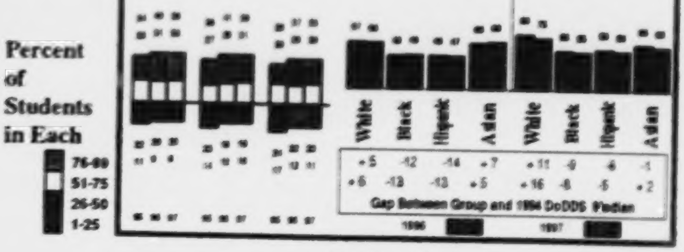
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The Area Office staff coordinated a staff development program through a consultant for School Home Partnership Key Communicators in all districts. The Area Office staff organized and provided exhibitions of student art work from Japan and Okinawa schools to promote community relations. The Area Office staff disseminates a parent education component of the AVID program.

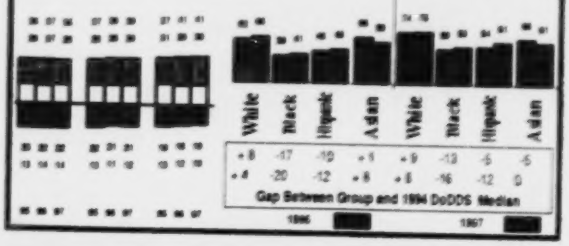
Grade 3

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	67.9	67.5	65	62	65.6
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	2300	2300	2299	2302	2299



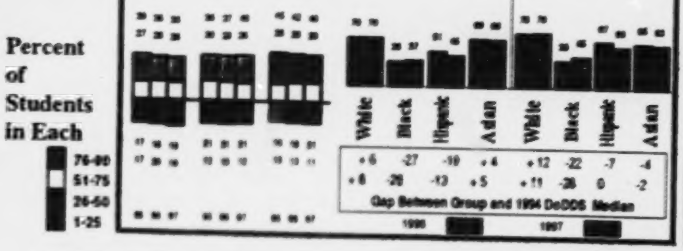
Grade 7

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	63.7	67.5	69.5	56	68.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	1744	1743	1739	1743	1741



Grade 11

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for Area	Read	Lang	Soc Stdy	Math	Science
Area	65.1	67.8	67.8	65.2	70.9
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	835	831	838	835	836



SAT Results				
		Area	DoDDS	Nation
% Participating	96	57%	62%	41%
	97	58%	63%	41%
Math Avg Score	96	511	506	508
	97	506	505	511
Verbal Avg Score	96	515	518	505
	97	507	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS Pacific
Area Superintendent Office
Unit 35007
FPO AP 96373-5007

DSN Phone: 645-2340
Fax Number: 81-98-876-4263
Commercial Phone:
81-98-876-0279

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	2115	749.4	741.1	20%	58%	14%	7%	1%
5	96	1981	753.2	741.9	39%	49%	9%	2%	1%
5	97	1857	732.5	734.5	32%	55%	7%	2%	4%
8	95	1433	757.6	767.6	34%	17%	32%	15%	2%
8	96	1552	769.1	770	20%	41%	31%	7%	1%
8	97	1509	681.5	689	29%	45%	17%	2%	7%
10	95	999	794	792.8	28%	40%	21%	10%	2%
10	96	1032	796.7	798.9	28%	44%	22%	6%	0%
10	97	954	710.1	711.6	41%	39%	15%	2%	3%

SECTION L

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

JAPAN DISTRICT
1996-1997

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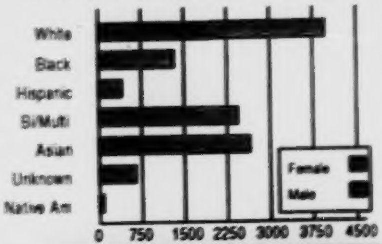
Department of Defense Education Activity
Japan District
1996/97 Profile
Margaret Rach, Superintendent

District Characteristics

Student Enrollment - 11,341



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	872	8%
K-8	TAG	2438	26%
K-12	ESL	685	6%
1	Reading Recovery	0	0%
7-12	AVID	150	[illegible]
Students Taking AP Courses		200	28%

Grade	#
PreK	295
K	1199
1	1230
2	1205
3	1114
4	1079
5	925
6	867
7	824
8	717
9	654
10	512
11	390
12	330
Total	11341

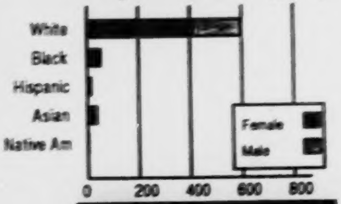
Sponsor Affiliation	
Marine	10%
Army	7%
Navy	36%
Air Force	31%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	14%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	28
1-3	49
4-6	53
7-10	122
> 10	533

Mobility Rate
29% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	34
Classroom Teachers	608.5
Special Education	59.5
Other Professionals	129

Teacher Education

Degree	% Teachers
BA/BS	40 %
MA/MS	58 %
Doctorate	2 %

Superintendent's Highlights

The Japan District serves [illegible] diverse population in 16 elementary and secondary schools throughout mainland Japan. The district fosters high expectations, instructional leadership, and excellence in teaching to ensure achievement for all students. Our focus this year was on "Kaizen," the Japanese word meaning change leads to improvement, as the driving force for implementing the Strategic Plan. Kaizen is also found in our new communication plan, emphasizing two-way communication, and our emphasis on use of technology in education.

The district is making strides in identifying developmentally appropriate practices for early childhood programs and piloted the Work Sampling assessment, which will be expanded in SY 97-98. There have been many initiatives in math and science, with programs such as AVID (Advancement via Individual Determination) expanding to all high schools, and addressing equity via the caring competencies model. CTBS results, SY 96-97, indicate an improvement in math computation scores for 3rd and 5th grades.

Throughout the year, professional development efforts centered on what was identified by schools in their SIP, to include such areas as equity, caring competencies, assessment strategies, cooperative learning, and competency based guidance.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

The major emphasis in Reading, Language Arts and Social Studies has been a year of staff development pertaining to the application and usage of curricular standards in the design and delivery of every learning episode. Inclusionary practices, as well as cross curricular integration has been emphasized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

Increasing educators' understanding of the standards and appropriate teaching strategies in science and math has been our major focus. In addition, developing an awareness of and identifying causal relationships for ethnic, racial and gender gaps in mathematics and science has been emphasized.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The Japan District made several inroads in effective communications. In addition to a focus on developing the leadership team, consisting of school administrators and DSO staff, we published a district calendar and a brochure on the district and its schools, produced a pilot video for parents, and developed a parent newsletter and questionnaire to provide us with feedback.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The focus has been on staff training in Computer Level 1 and II; complex computer coordinators' training on the Internet and Windows NT; information specialists were trained on Columbia Library System; and teachers using technology as an instructional tool. Perry schools were selected as pilots for the President's initiative in technology.

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Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.80	3.70
Co-Supporters	3.42	3.31
Co-Learners	3.01	3.00
Co-Teachers	3.34	3.31
Co-Advisors	3.17	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

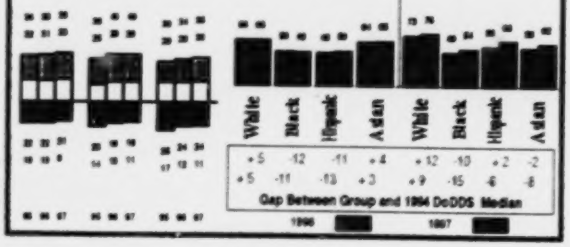
A district SHP team, with representatives from all groups, was established. The district SHP Action Plan included: a Fall/Spring training for two Key Communicators from each school; training for all school SHP committees; administering a Pre-Post SHP Survey, indicating tremendous growth in our efforts; and employing the SHP team as valuable resource members.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	106	106	106	106	106

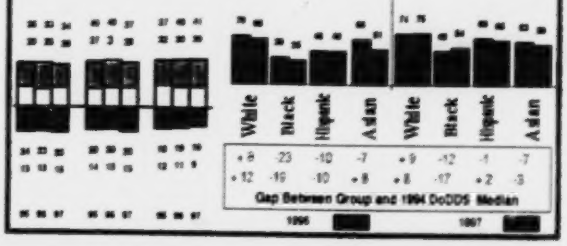
Percent of Students in Each

76-99
51-75
26-50
1-25



Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	63.4	65.9	70.4	55.4	66.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	799	798	799	799	798

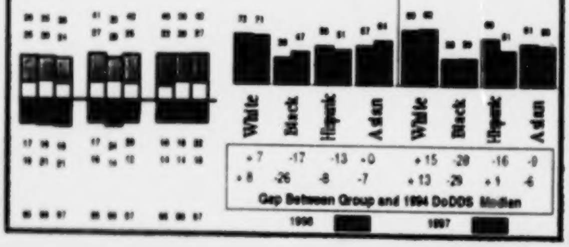


Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
District	65.1	69.1	69	65.9	70
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	339	338	338	339	337

Percent of Students in Each

76-99
51-75
26-50
1-25



SAT Results		District	DoDDS	Nation
% Participating	96	59%	62%	41%
	97	66%	63%	41%
Math Avg Score	96	515	506	508
	97	494	505	511
Verbal Avg Score	96	523	518	505
	97	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDDS-Pacific
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APO AP 96328-5072

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Fax Number: 81-425-30-1402
Commercial Phone:
81-425-52-2511-3940

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	909	756.4	741.1	22%	58%	14%	6%	0%
5	96	881	746.0	741.9	37%	50%	10%	2%	1%
5	97	857	729.8	734.5	33%	53%	7%	4%	2%
8	95	621	741.8	767.6	32%	14%	32%	19%	3%
8	96	657	768.0	770	19%	38%	34%	9%	1%
8	97	636	681.9	689	29%	43%	19%	7%	2%
10	95	430	794.4	792.8	27%	38%	21%	13%	1%
10	96	442	791.4	798.9	24%	44%	26%	6%	0%
10	97	369	713.8	711.6	39%	42%	16%	2%	1%

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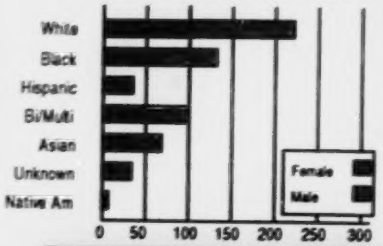
Camp Zama, Japan

Department of Defense Education Activity
John O. Arnn Elementary School (PK-6)
1996/97 School Profile
Hattie Phipps, Principal

School Characteristics

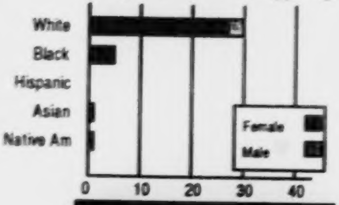
Student Enrollment - 600



Grade	#
PreK	80
K	78
1	89
2	78
3	73
4	66
5	58
6	78
Total	600

Sponsor Affiliation	
Marine	<.5%
Army	71%
Navy	3%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	23%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	72	12%
K-8	TAG	67	13%
K-12	ESL	32	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	0
7-10	4
> 10	36

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	4.5
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	50%
MA/MS	47%
Doctorate	3%

Principal's Highlights

Arnn has established Benchmark committees, headed by a chairperson to assist in monitoring our SIP. These chairs have met on a weekly basis with the School Improvement Team to monitor the action plans and student progress.

The North Central Accreditation Team visited our school this year. They were most impressed with our implementation of the School Improvement Plan as well as the professionalism of the staff and the close working relationship with parents and community.

In addition to the many parents that come into the school each day to help teachers and students, we also have high school students and community members tutoring students in math before and after school hours. One of our most successful programs, The Independent Reading Program, relies heavily on volunteers.

Our school has recently been recognized by the Getty Institute for the Arts. A banner that was designed and made by our sixth graders will be flown at the opening of the Getty Center in Los Angeles on November 14-16, 1997.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading.Lang. Arts. and Soc. Studies.

We focused on Language Arts, specifically to increase proficiency in spelling through the use of a spelling program. We administered a pre and post spelling test and writing sample. All grade level scores increased in the post tests. We will continue to use the adopted spelling program and expand our focus to written expression through the writing process.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Our major strategy this year was the use of tutors to support students struggling with math concepts and applications. The target group improved their scores on the post test by more than 10%. All students increased their scores by more than 10%. Disaggregated CTBS data has not arrived, so we are unable to determine the impact on the CTBS achievement gap.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

A bi-weekly school newsletter was mailed to all parents, commanders, and many of the units on base. The newsletters contained information about our SIP progress, upcoming events, various school programs, curriculum issues and other news. Also included was a self addressed comments page, enabling parents to respond to the school.

Benchmark 10.8: Establish Technology for teachers and administrators.

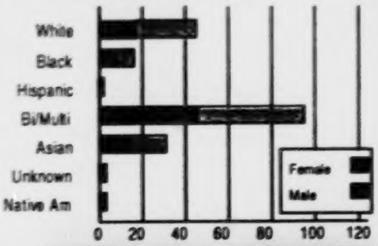
Training was offered to teachers in the use of computers and software to enhance instruction through Hyperstudio, Microsoft Word, and general computer skills. We had a goal of 15% of faculty will attend at least one session. We had close to 50% of the staff attending at least one session.

Yokohama
Japan

Department of Defense Education Activity
Richard E. Byrd Elementary School (PK-6)
1996/97 School Profile
Thomas Whitaker, Principal

School Characteristics

Student Enrollment - 195



Grade	#
PreK	30
K	24
1	28
2	34
3	24
4	25
5	16
6	14
Total	195

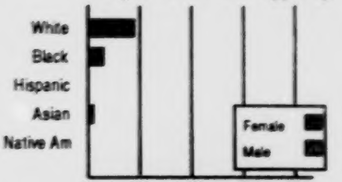
Sponsor Affiliation	
Marine	<.5%
Army	2%
Navy	81%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	1%

Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	16	8%
K-8	TAG	24	15%
K-12	ESL	33	20%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience	
Years	Teachers
New	1
1-3	0
4-6	1
7-10	3
> 10	14

Mobility Rate
36% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	2
Other Professionals	4

Teacher Education	
Degree	% Teachers
BA/BS	24%
MA/MS	76%
Doctorate	0%

Principal's Highlights

With a very diverse student population and a high percentage of ESL students, Richard E. Byrd Elementary School has gained recognition for its inclusive education program for all students with resource and classroom teachers working together in collaborative planning and co-teaching.

Staff development designed to assist in achieving benchmarks has been continuous throughout the school year. Recognition must be given to the continual parent and community support and involvement evidenced by the large number of volunteers assisting through-out the school. Military volunteers are involved through our Adopt-A-School Program.

The Technology Program has moved ahead rapidly with a computer lab being set up in our media center which is open to the parents with a Byrd School child one night a week.

Student accomplishments are recognized through bi-weekly "Spirit Day" assemblies and a "Self-Manager" (self-concept/behavior modification) program. Byrd School has a strong host nation program with exchanges with its Japanese sister school and many other activities. An active PTO provides a strong program for partent and community involvement.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

The staff voted to continue the successful Buddy Reading and 100 book club for grades 1-3. It was decided to add a recommended book list, a reading incentive/challenge program, an idiom and multiple meaning word of the week, and a school wide graffiti board.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Students used literature, videos, and technology to broaden their understanding of mathematical concepts. During a professional sharing time math literature was displayed along with ideas on how to integrate them with Mathland. A list of math literature was developed to help teachers integrate literature with the Buddy Reading Program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The weekly idiom and multi-meaning words were sent home in the Principal's Newsletters. The synopsis of the F.A.S.T. videos were also sent home. The family letter component of Mathland were required to be sent home. Conferences were held at least once a year.

Benchmark 10.8: Establish Technology for teachers and administrators.........

The media specialist's schedule was adjusted so that the computer lab would be open on Monday evenings from 5 to 7 P.M. to allow the community access and instruction if requested. Also, to broaden the staff's technological knowledge her schedule was adjusted to allow her to work individually with staff members for two hours once a week.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.80	3.70
Co-Supporters	4.0	3.42	3.31
Co-Learners	3.7	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.3	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

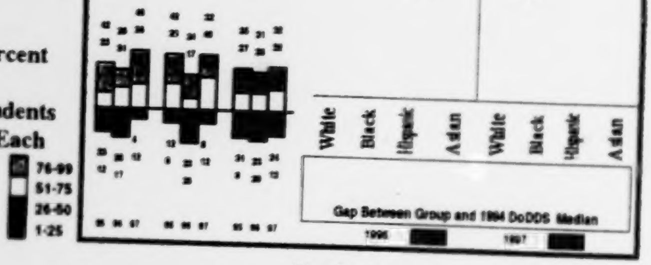
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Video tapes, in particular the F.A.S.T. videos, were shown on the base channel. Prior to their being shown a synopsis was sent home along with the viewing times and evaluation forms. Participation was encouraged by rewards being given to the students who returned their evaluation forms.

Grade 3

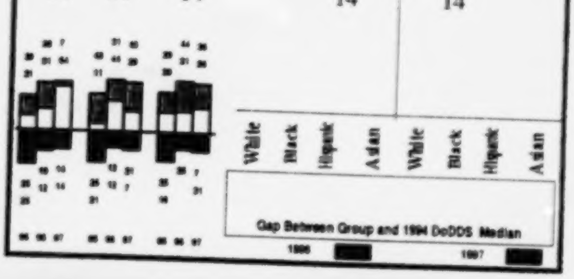
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	73	68	65.7	56	69
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	25	25	25	25	25

Percent of Students in Each



Grade 5

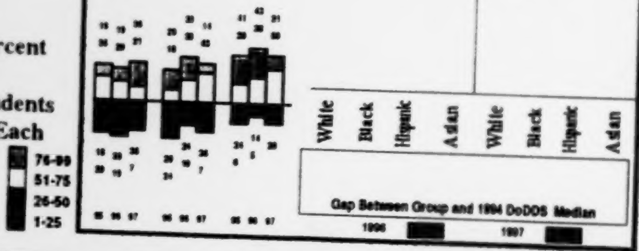
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57	73	66.3	68.3	52
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	14	14	14	14	14



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	56.5	55.5	70	52	69
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	14	14	14	14	14

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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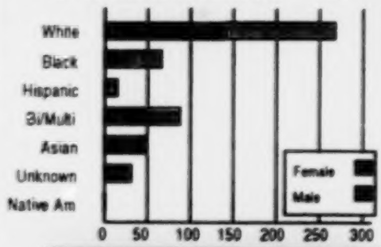
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	28	738	741.1	21%	57%	7%	14%	0%
5	96	17	710.4	741.9	35%	47%	12%	0%	6%
5	97	11	744.1	734.5	46%	36%	0%	18%	0%

Misawa AB
Japan

Department of Defense Education Activity
Cummings Elementary School (K-6)
1996/97 School Profile
Ruth Morgan, Principal

School Characteristics

Student Enrollment - 521



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	36	7%
K-8	TAG	50	10%
K-12	ESL	19	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

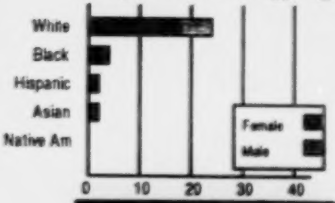
Grade	#
K	96
1	92
2	76
3	83
4	64
5	52
6	58
Total	521

Sponsor Affiliation	
Marine	1%
Army	<5%
Navy	16%
Air Force	80%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	1
4-6	1
7-10	4
> 10	28

Mobility Rate
24% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	24.5
Special Education	3
Other Professionals	8

Teacher Education	
Degree	% Teachers
BA/BS	56%
MA/MS	44%
Doctorate	0%

Principal's Highlights

Cummings Elementary School has achieved major success in the implementation of the school improvement process strategies and interventions. The North Central Association visit this past April affirmed our strong sense of achievement for our well defined goals.

School Wide Reading, conducted for twenty minutes of each day, was endorsed by both the parent and student community, and end of the year surveys reveal a desire to continue the practice next year.

One of our most effective improvements was the journal writing in the math content area, Kindergarten through sixth grade. Cummings staff members provided the foundation for local inservice training. Their expertise was also requested by the district office for other district schools. Training in the technology field also continued every week, with many educators greatly improving their proficiency in computer usage.

The PTO was very effective and will be a strong link with the school in partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

School wide reading was implemented this year. Grade levels reached consensus regarding definition and length of time. Throughout the year Administration and specialists read in classrooms along with students. Student attitude surveys and comprehension tests were part of our assessment. Results, more kids reading and reading longer!

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Math journals and collaborative learning have been our focus. Students in all grades, K-6 took journals home by the last quarter. Parents have been enthusiastic and like the contact math journals provide. Throughout the year we have had both in-services and "strategy of the month" cooperative methods. Results, students' assessment scores are up!

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

We are continuing to alternate between school wide staff meetings and grade level/specialists meetings. Minutes of these meetings are included in the SIP document. Everyone on the staff is using cc:Mail and committees are beginning to use it as a means of sharing information, minutes, and agendas. Results, open lines of communication, sharing, collaborating.

Benchmark 10.8: Establish Technology for teachers and administrators.........

One-on-one training has been available throughout the year during the duty day and has been enthusiastically received. The complex has continued to provide training during the duty day, on weekends, and as part of in-service days. We have a pro-active Technology Committee. Next year our focus will shift to students and technology.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.80	3.70
Co-Supporters	3.7	3.42	3.31
Co-Learners	3.5	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.5	3.17	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

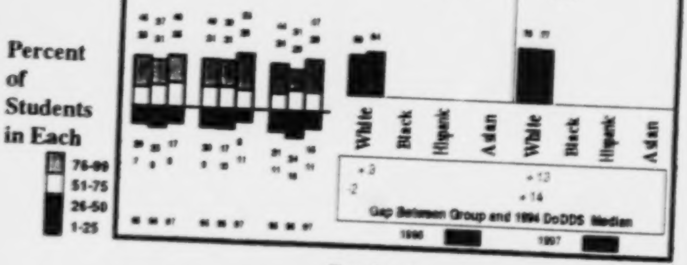
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Family Math Nights for all grade levels, Turnoff TV Week and a parent/teacher resource room are some of the things we have been working on. The PTO has worked closely with the SIP team. Results, PTO and the school have sponsored joint projects supporting our benchmarks. These include a month long reading celebration and informative parent meetings.

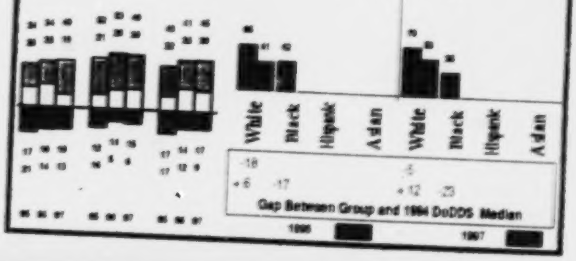
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	79.2	74.8	65.8	68
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	75	75	75	74	75



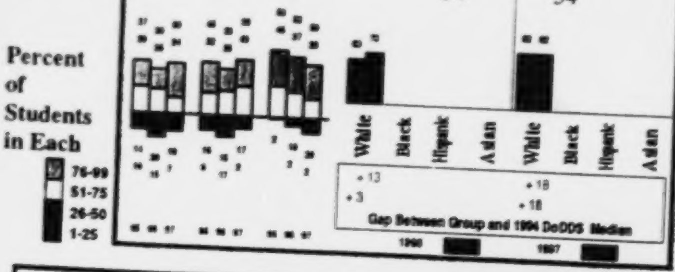
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	75	72	59	71
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	47	47	47	47	47



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75.5	71.3	75	73.7	76
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	54	54	54	54	54



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Cummings ES
UNIT 5039
APO AP 96319-5039

DSN Phone: 226-2647
Fax Number: 81-3117-62-5110
Commercial Phone:
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DoDEA Writing Assessment

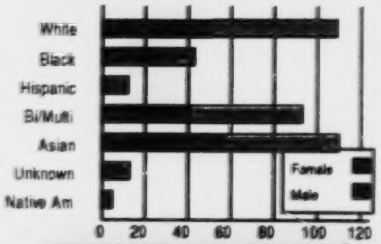
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	53	731.7	741.1	17%	62%	11%	8%	0%
5	96	64	764.2	741.9	44%	50%	6%	0%	0%
5	97	45	747	734.5	40%	53%	0%	7%	0%

Sasebo, Japan

Department of Defense Education Activity
Jack W. Darby Elementary School (PK-6)
1996/97 School Profile
Mary Simmons, Principal

School Characteristics

Student Enrollment - 380



Grade	#
PreK	23
K	55
1	62
2	51
3	53
4	48
5	53
6	35
Total	380

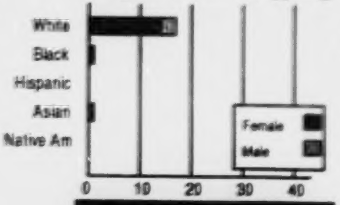
Sponsor Affiliation	
Marine	6%
Army	5%
Navy	6%
Air Force	7%
Coast Guard	7%
Non-US Military	4%
US Civilians	50%
Non-US Civilians	15%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	4
7-10	2
> 10	16

Mobility Rate
40% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	17.5
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	54%
MA/MS	46%
Doctorate	0%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	35	9%
K-8	TAG	56	16%
K-12	ESL	30	8%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Principal's Highlights

Darby Elementary School continually attempts to develop each child to his/her potential in an atmosphere that fosters trust, respect and caring. The staff, with a multi-tiered school home partnership, strives to motivate each child to perform to his/her maximum ability. The major belief at Darby is that all children can learn in a rapidly changing technological age and be academically and personally successful.

Some special programs at Darby include Dolphin Pride Awards and Interactive Homework. For Dolphin Pride Awards every teacher in the school nominates a child for special recognition each month. The reasons for recognition vary as much as the children, however they all include the qualties that we value in students at Darby. Each selected student has their picture posted on a special bulletin board and a letter sent to their parents. Interactive Homework was started this year to involve parents as co-teachers. Each teacher develops one homework assignment per month that can be done cooperatively with a parent. The parents responded very positively to this program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

Strategies focus on students communicating their thinking, orally and in writing, to demonstrate problem-solving and higher-order thinking skills. Writing activities are being integrated across the curriculum. We will incorporate cooperative learning structures to develop oral communication skills as well.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Strategies for narrowing the achievement gap in math include the development of oral and written communication of mathematical thinking and problem solving through the use of math journals and cooperative learning. We have also compiled, analyzed and compared CTBS scores for the last three school years.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The school sends home a biweekly parent newsletter to inform parents and the community about important school activities and how they might become involved. We have also continued parent math and computer nights as quarterly events this year. There are also activities between the two schools in the complex for better communication between the two schools.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Plans have been completed to integrate the appropriate use of technology into the language arts, mathematics, and science curriculum areas. Teachers and parents are working to increase student computer contact time as well as their own. Training has been conducted for the staff and interested parents on the Apple, IBM, and MAC computers.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	**3.9**	**3.80**	**3.70**
Co-Supporters	**3.9**	**3.42**	**3.31**
Co-Learners	**3.5**	**3.01**	**3.00**
Co-Teachers	**3.4**	**3.34**	**3.31**
Co-Advisors	**3.9**	**3.17**	**3.17**

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

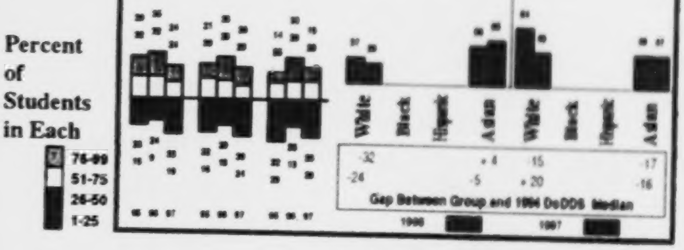
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

The school is working to encourage a parent partnership that involves parents on all five levels of the multi-tiered model. We have installed phones in most of the classrooms to enhance two-way communication. We have established room mothers for each classroom that help coordinate parent volunteers.

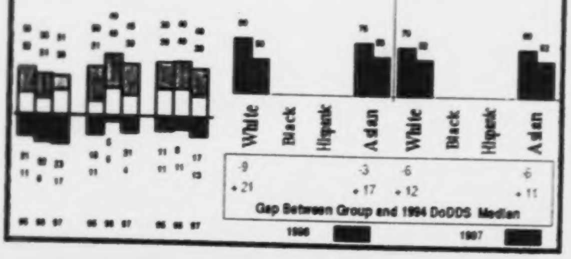
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	49.5	46.3	49	49	42.5
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	54	54	54	54	54



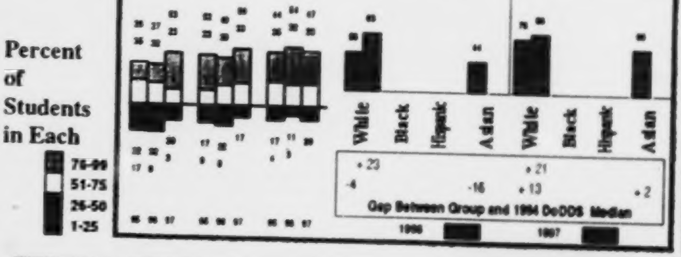
Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	61	71.2	72	56	54.7
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	47	47	47	47	47



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	76	75.7	67.5	79	69
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	30	30	30	30	30



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	28	775.4	741.1	21%	68%	11%	0%	0%
5	96	33	783.1	741.9	49%	49%	3%	0%	0%
5	97	45	776.3	734.5	47%	47%	4%	2%	0%

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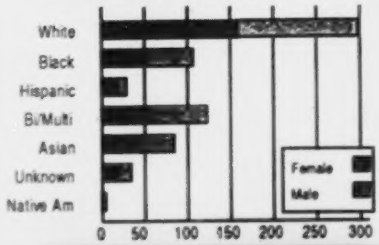
Misawa AB
Japan

Department of Defense Education Activity
Robert D. Edgren Junior High/High School (7-12)
1996/97 School Profile
Bruce Derr, Principal

School Characteristics

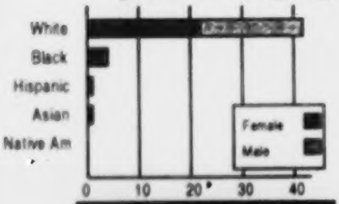
Student Enrollment - 680



Grade	#
7	180
8	157
9	108
10	96
11	75
12	64
Total	680

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	16%
Air Force	72%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program		
PK-12	Special Education	36	5%
K-8	TAG	N/A	N/A
K-12	ESL	10	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		7	
Students Taking AP Courses		40	29%

Teacher Experience

Years	Teachers
New	2
1-3	3
4-6	2
7-10	2
> 10	39

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	43
Special Education	2
Other Professionals	4

Teacher Education

Degree	% Teachers
BA/BS	40%
MA/MS	60%
Doctorate	0%

Principal's Highlights

Edgren High School has had a successful year in many areas, especially School Improvement. We have had success in teaching social studies across the curriculum and in increasing the number of social studies courses offered to students.

Our math department implemented strategies to increase computation skills and worked to procure software for classroom use and calculators for issuance to students. Our focus on technology has been extremely successful with more teachers and students using technology hardware and software in all curricular areas. All teachers have access to cc:Mail, and we have recently been able to gain access to the Internet for use in our Information Media Center and classrooms.

Our efforts to include more parents in school related activities, including co-teaching, have been productive. A North Central Association team visited Edgren in May and gave an exemplary report which included positive feedback on our SIP, school programs, staff, students, parents and military support.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading/Lang Arts, and Soc. Studies

Strategies have continued to focus on 1) increasing social studies course offerings and integrating the use of social studies in cross-curricular applications, and 2) increasing the use of technology to assist implementation of social studies curricula. Perusal of the master schedule, surveys and a technology inventory have been utilized.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies have continued to focus on mathematical computation skills. Math faculty are incorporating review activities and regular testing to increase computation skills. A 5% overall increase in group median national percentiles on CTBS/Terra Nova tests is anticipated.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent participation and two-way communication will be increased through use of available technological tools, media, and newsletter coverage. Surveys and needs assessments have been utilized.

Benchmark 10.8: Establish Technology for teachers and administrators

Each department has continued to develop their technology goal to increase student learning. Increased use of technology in instruction is indicated by department pre, mid, and post narratives.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.8	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	3.0	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.3	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

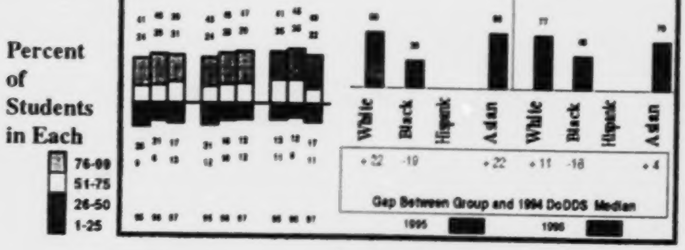
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Parent participation and two-way communication will be increased through use of available technological tools, media, and newsletter coverage. Surveys and needs assessments have been utilized.

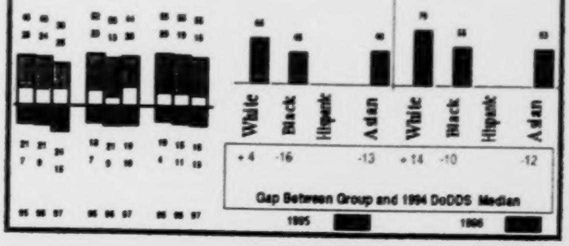
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.4	73.7	75.4	70	81
District	63.4	65.9	70.4	55.4	66.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	173	173	172	172	172



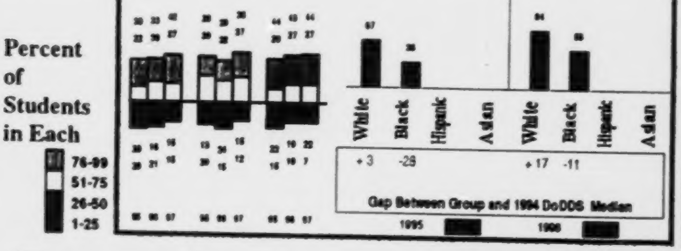
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59.8	69.5	81	62	70.5
District	59.5	70	74.5	60.5	64.4
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	108	108	107	107	107



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.5	67	71.7	62.3	71
District	65.1	69.1	69	65.9	70
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	59	59	59	59	59



SAT Results		School	District	DoDDS	Nation
% Participating	96	49%	59%	62%	41%
	97	58%	66%	63%	41%
Math Avg Score	96	508	515	506	508
	97	464	494	505	511
Verbal Avg Score	96	520	523	518	505
	97	504	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	127	763.3	767.6	34%	18%	34%	13%	2%
8	96	121	759	770	19%	30%	40%	11%	1%
8	97	138	661.3	689	26%	41%	23%	5%	5%
10	95	84	839.4	792.8	46%	35%	17%	2%	0%
10	96	81	818.1	798.9	36%	47%	14%	4%	0%
10	97	81	704.5	711.6	35%	44%	17%	2%	1%

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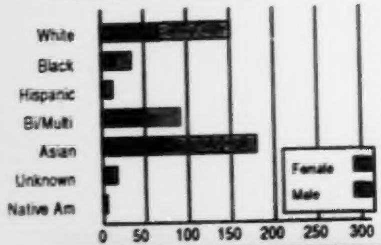
Sasebo, Japan

Department of Defense Education Activity
Ernest J. King Elementary/High School (PK-12)
1996/97 School Profile
Sara Porter, Principal

School Characteristics

Student Enrollment - 490



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	38	8%
K-8	TAG	39	11%
K-12	ESL	19	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		1	2%

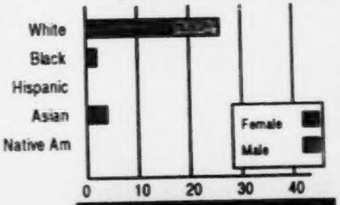
Grade	#
PreK	6
K	29
1	38
2	34
3	32
4	36
5	34
6	27
7	67
8	49
9	48
10	46
11	31
12	13
Total	490

Sponsor Affiliation	
Marine	3%
Army	<.5%
Navy	86%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	6
7-10	4
> 10	21

Mobility Rate
43% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	5

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	50%
Doctorate	3%

Principal's Highlights

E. J. King School is a kindergarten through twelfth grade unit school of 490 students located on a U. S. Navy Base in Sasebo City, Nagasaki prefecture, Japan. A new three story facility was just completed providing additional classroom, laboratory, and library space to keep up with the rapid population growth of the past four years.

The student body is ethnically and culturally diverse. An unusually close relationship exists among the students and between them and the staff. The students benefit from a committed staff that spends many extra hours on a strong curricular and extracurricular program. Students are well prepared for college with over 60% of the senior class over the past 4 years receiving acceptances from well known and selective colleges.

Parent and community involvement are a particular strength of the school. Personnel from several organizations and home ported ships have established a close relationship with our school and students. Well over 100 parent and community volunteers are recognized at our school each year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...
An improvement in student grades in writing has been seen across grade levels due to the emphasis on writing in all subject areas, particularly math and social studies. The elementary inservice on portfolios increased teacher confidence in their use.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps
An extensive survey of students at all grade levels was written and given concerning attitudes of teachers toward students and students toward science, math computer use, and making presentations. The surveys are being analyzed for gender trends.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
The focus on communication has been that between teachers and parents in regard to student assignment and homework completion. In addition to items in B. 8.1, teachers have increased the number of parent conferences and calls home.

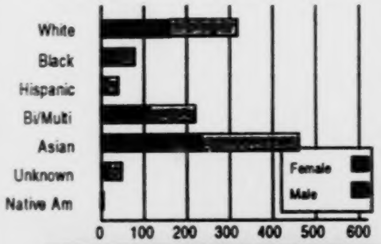
Benchmark 10.8: Establish Technology for teachers and administrators.........
Student access to computers has improved with the reorganization of the school facilities. For the high school, the business lab remains open 3 nights a week for increased usage from all subject areas.

Yokosuka, Japan

Department of Defense Education Activity
Nile C. Kinnick High School (6-12)
1996/97 School Profile
Bruce Davis, Principal

School Characteristics

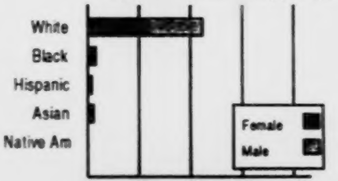
Student Enrollment - 1,174



Grade	#
6	238
7	204
8	196
9	183
10	145
11	113
12	95
Total	1174

Sponsor Affiliation	
Marine	2%
Army	<.5%
Navy	83%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	52	4%
K-8	TAG	N/A	N/A
K-12	ESL	51	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	40	
AP Courses Offered		8	
Students Taking AP Courses		47	23%

Teacher Experience

Years	Teachers
New	4
1-3	7
4-6	9
7-10	7
> 10	55

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	72.5
Special Education	2.5
Other Professionals	6.5

Teacher Education

Degree	% Teachers
BA/BS	37%
MA/MS	62%
Doctorate	1%

Principal's Highlights

Kinnick High School -- the largest high school in DoDDS, the only school with a 6-12 configuration, enjoying fully developed Middle School concepts, leading the way for Block Scheduling in the Pacific, and home of the Yo-Hi Red Devils -- is located on Yokosuka Navy Base. With a growing student population of over 1150 students, we offer diverse programs to meet the needs and interests of our students.

In addition to core curricula, numerous AP courses, three World Languages, and a full complement of vocational and Fine Art courses, Kinnick offers an extra-curricular program that is second to none in Japan. Students in all grades participate and are regularly honored for their achievements.

Having been visited by an NCA team during SY 95-96, Kinnick's main focus regarding school improvement for this year was to streamline efforts: thereby ensuring that we were more effective and in-line with the District level improvement plan. Our plans for next year are to strengthen the initiatives from this year.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies...

Focusing on Language Arts, KHS chose to promote reading proficiency by focusing on prefixes and subsequently enhancing word attack skills. Prefixes were chosen for emphasis throughout the school year. Student performance was measured through the administration of a pre- and post-test.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The strategy selected for addressing Benchmark 4.2 was integrated into the strategy for Benchmark 3.1 Allowing that logic is a mathematics skill, analogies were incorporated into lessons addressing prefixes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Numerous surveys were conducted throughout the school year of all stakeholders . This information will establish a baseline with which to compare future initiatives. One particular success was the establishment of a regular representative on the local Ombudsman Council. We are confident this will help to improve communication with the military community.

Benchmark 10.8: Establish Technology for teachers and administrators.........

As we prepare for the LAN to be installed in all classrooms and in a multi-curricular lab, staff development has been offered throughout the school year. Teachers have access to cc:Mail and many are learning to use programs (such as Powerpoint, and Hyperstudio) and to integrate them into their programs.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators		3.80	3.70
Co-Supporters		3.42	3.31
Co-Learners		3.01	3.00
Co-Teachers		3.34	3.31
Co-Advisors		3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

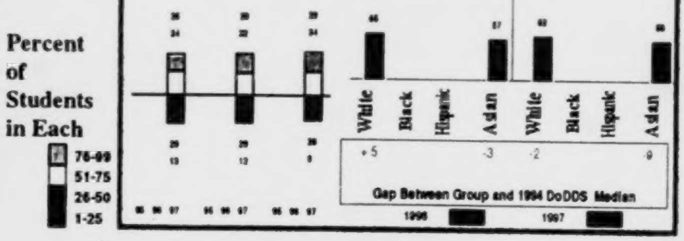
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Focus on school/home partnerships were enhanced when KHS chose to publish major documents in several languages, to increase communications with the home. The direction for future efforts will be determined with the analysis of several surveys designed to illuminate parents' perception of our school and areas where improvement is needed.

Grade 6

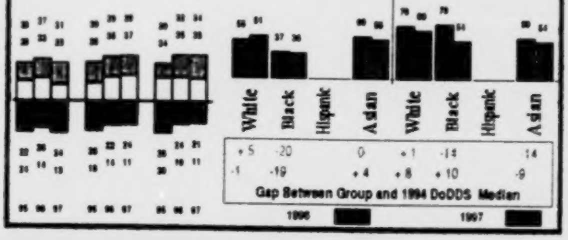
1997 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	55.7	56.4	59.7	60.7	59.7
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	216	216	216	216	216



Grade 8

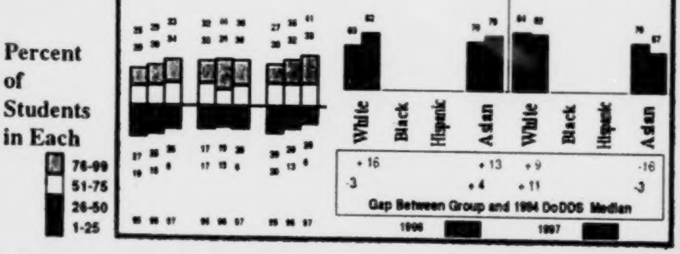
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54.3	61.9	63.3	56.1	56.2
District	62.6	68.8	71.1	59.4	62.2
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	176	176	177	176	176



Grade 10

1997 Median Percentiles

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	63.8	63.3	67.4	73.7	64.3
District	67.8	65.4	70	71.3	70.3
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	131	131	130	130	130



SAT Results		School	District	DoDDS	Nation
% Participating	96	46%	59%	62%	41%
	97	65%	66%	63%	41%
Math Avg Score	96	518	515	506	508
	97	480	494	505	511
Verbal Avg Score	96	515	523	518	505
	97	480	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

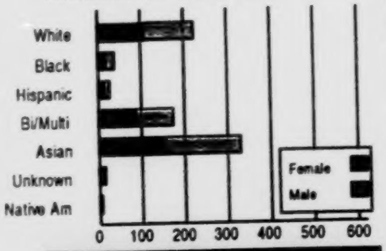
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	166	736.9	767.6	33%	15%	30%	18%	3%
8	96	172	766.2	770	16%	41%	35%	8%	0%
8	97	168	709.9	689	41%	40%	12%	6%	1%
10	95	124	798.6	792.8	28%	38%	19%	14%	1%
10	96	117	797	798.9	24%	46%	27%	3%	0%
10	97	126	724.1	711.6	48%	41%	9%	1%	2%

Atsugi, Japan

Department of Defense Education Activity
Shirley Lanham Elementary School (PK-6)
1996/97 School Profile
Peter Grenier, Principal

School Characteristics

Student Enrollment - 816



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	58	7%
K-8	TAG	92	11%
K-12	ESL	84	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
PreK	12
K	118
1	112
2	127
3	127
4	125
5	104
6	91
Total	816

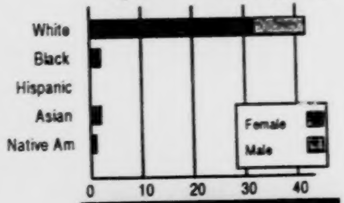
Sponsor Affiliation	
Marine	1%
Army	<.5%
Navy	94%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience

Years	Teachers
New	9
1-3	4
4-6	6
7-10	22
> 10	14

Mobility Rate
25% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	38.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	46%
MA/MS	52%
Doctorate	2%

Principal's Highlights

School Improvement activities have remained the focus at Shirley Lanham Elementary School during this year of transition. With the introduction of graphic organizers and their school wide implementation, our students have made marked gains in reading comprehension and math computation.

Also in the field of educational technology all students in Grades 1-6 have had the opportunity to sample and become more familiar with computers and computer software. With the opening of our Computer Lab in the fall our students are able to work with our computer specialist and classroom teacher in a whole group setting.

CTBS test scores showed gains in overall mathematics scores as well as in all areas of language arts. In May, the NCA Team visited our school and worked closely with our School Improvement Team and validated our efforts.

Parental support for all school activities was evident and our volunteers have clearly demonstrated that our School-Home Partnership Program at Shirley Lanham Elementary School is alive and well. We feel that this is a place where students and thier learning come first.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies...

The School Improvement Team chose the use of graphic organizers by students as a strategy to improve student comprehension in all areas. Staff was trained in the use of graphic organizers as an instructional strategy. Graphic organizers were used in all academic areas. Student use of graphic organizers greatly increased throughout the school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Based on CTBS score data, the SIT choose the use of daily computational practice to increase math computation scores. Every teacher included some form of computational practice into the daily mathematics instruction. All grade levels tested in April 1997 showed an increase in math computation scores on the CTBS Tests.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

This goal was incorporated into our School-Home Partnership Model and Plan. A needs survey revealed that the school is doing a good job of communicating with parents and the community. We will continue to utilize our strengths in this area and modify successful strategies to keep parents and community members informed.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Our main focus this school is to increase student access to computers. Data collected showed increases in the numbers of students who used computers daily in all classrooms of the school. The staff received an all-day technology in-service to refine computer skills and much opportunity was created for informal staff development activities in this area.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	2.9	3.01	3.00
Co-Teachers	3.5	3.34	3.31
Co-Advisors	3.2	3.17	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

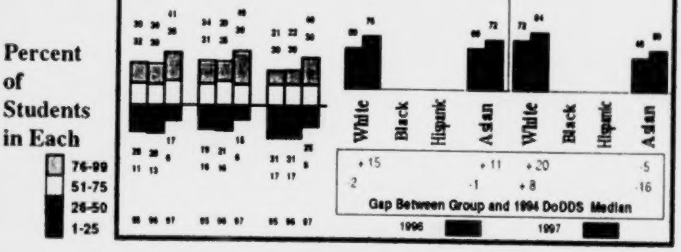
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

This year saw the full implementation of the 5-Tier School-Home Partnership Model at our school. Key Co-Communicators (a teacher and parent) were chosen and trained. The staff and community also received training in the model. This year the School-Home Partnership Committee worked along with the SIT. A needs survey was conducted.

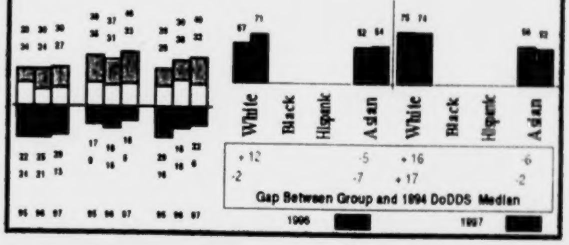
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.3	74.8	68.7	70	63.4
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	125	125	125	125	125



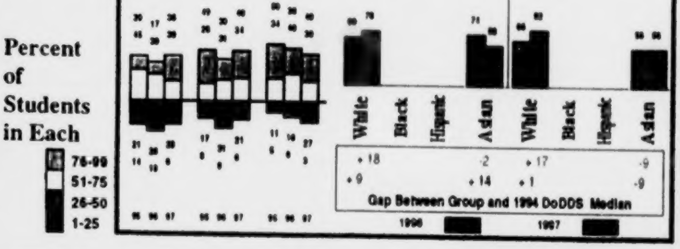
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.7	73.8	68.5	54.3	58.5
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	102	102	102	102	102



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	69.5	66.5	70.5	64.5
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	86	86	86	86	86



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

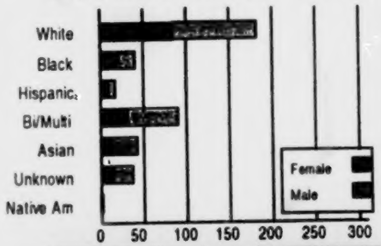
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	92	750.3	741.1	17%	60%	16%	7%	0%
5	96	80	755.4	741.9	34%	55%	10%	1%	0%
5	97	89	723.7	734.5	19%	67%	9%	4%	0%

Iwakuni, Japan

Department of Defense Education Activity
Matthew C. Perry Elementary School (PK-6)
1996/97 School Profile
Susan H. Jackson, Principal

School Characteristics

Student Enrollment - 409



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	10%
K-8	TAG	56	14%
K-12	ESL	28	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

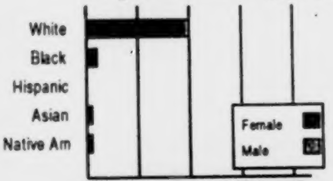
Grade	#
PreK	11
K	53
1	60
2	57
3	62
4	65
5	55
6	46
Total	409

Sponsor Affiliation	
Marine	71%
Army	1%
Navy	20%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	2
4-6	4
7-10	3
> 10	21

Mobility Rate
38% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1.5
Classroom Teachers	19
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	44%
MA/MS	56%
Doctorate	0%

Principal's Highlights

Matthew C. Perry Elementary is a Pre-K - 6 school located on Iwakuni Marine Corps Air Station, on the southern end of Honshu. The elementary facilities consist of a new multi-purpose room/ gym, a new two story addition and an older classroom building. The attached high school houses the media center and art room.

Parents are encouraged to participate through School-Home Partnership, the School Advisory Committee, the Parent Teacher Organization and as classroom volunteers. In addition, each classroom has been adopted by a military or community agency for additional support.

In the spring of 1997, MC Perry Elementary and High School were selected as a testbed site for the Presidential Technology Initiative. This initiative will assist teachers in integrating technology into the curriculum.

MC Perry Elementary is Building Lifelong Learners where students are encouraged to achieve to their maximum potential in academic, emotional, physical and social development.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.

Daily Oral Language, a language mechanics program by Houghton Mifflin, has been implemented in grades 1-6. Baseline data and skilled tests were conducted three times a year indicating improvement. Writing across the curriculum has been emphasized in science and math. The students have celebrated writing by holding authors' teas and publishing books.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Baseline data and skilled tests were conducted three times a year indicating a success in the teaching of problem solving techniques. Technology usage increased both in the classroom and in the computer lab. Staff training throughout the year was provided to widen knowledge of available software.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

News spots on FEN, updates at PTO, monthly SAC meetings, and the school monthly newsletters are used to inform the community about important school activities. Programs such as Adopt-a-School and School-Home Partnership have brought parents, children, and school staff together.

Benchmark 10.8: Establish Technology for teachers and administrators.

M.C. Perry has been chosen as a testbed site for the DoD Presidential Technology Initiative. Staff received MS Office training throughout the school year and will continue with various computer training this summer.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.6	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.0	3.34	3.31
Co-Advisors	3.3	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

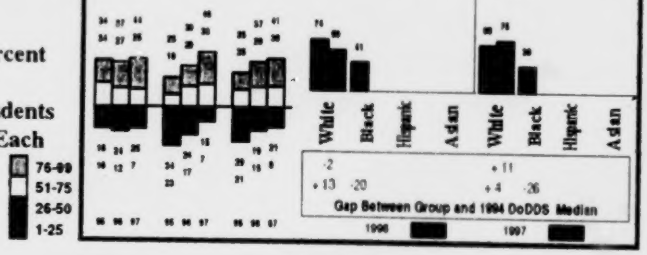
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Efforts have been made to expand our school home partnerships this year. Adopt-a-School and Red Cross volunteers have provided many hours of classroom support not only in the classroom but also on field trips and in the computer lab. Existing programs such as the Sammy Samurai Reading program have been continued.

Grade 3

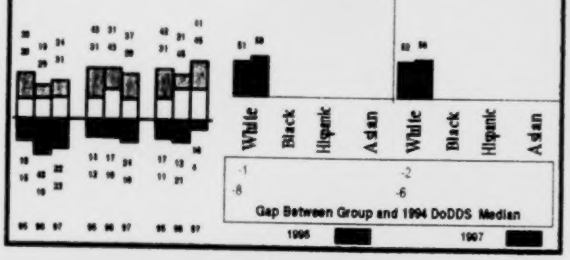
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	68.8	73.3	67	67	72
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	61	61	61	61	61

Percent of Students in Each



Grade 5

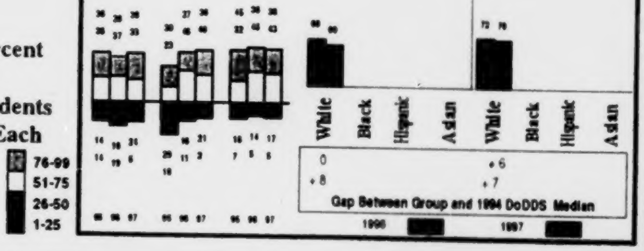
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57	70.3	67.7	56	59
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	49	49	49	49	49



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.8	70	67.7	58.4	69
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	42	42	42	42	42

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment

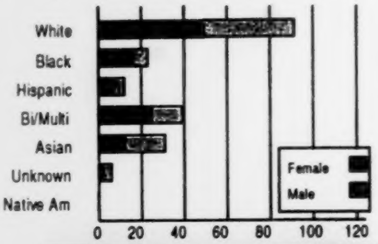
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	58	724.9	741.1	17%	45%	28%	9%	0%
5	96	49	737.1	741.9	25%	63%	8%	4%	0%
5	97	56	709.9	734.5	16%	61%	20%	4%	0%

Iwakuni, Japan

Department of Defense Education Activity
Matthew C. Perry Junior High/High School (7-12)
1996/97 School Profile
Sandra DiQuinzio, Principal

School Characteristics

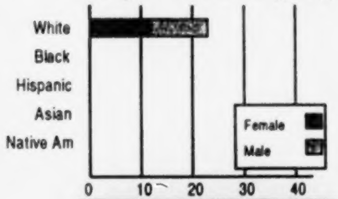
Student Enrollment - 202



Grade	#
7	48
8	42
9	38
10	31
11	24
12	19
Total	202

Sponsor Affiliation	
Marine	69%
Army	1%
Navy	14%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	5	2%
K-8	TAG	8	9%
K-12	ESL	2	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		19	44%

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	2
7-10	2
> 10	20

Mobility Rate
38% Per Year

School Staff

Category	FTE
Administrators	1.5
Classroom Teachers	21.5
Special Education	0.5
Other Professionals	3

Teacher Education

Degree	% Teachers
BA/BS	28%
MA/MS	60%
Doctorate	12%

Principal's Highlights

Matthew C. Perry High School (grades 7-12) is located on MCAS Iwakuni, near Hiroshima, Japan. This modern facility is home to a student body of 202 and a faculty of 25 educators. There were 20 students in the Senior Class of 1997.

The school improvement process focused on the areas of reading comprehension and math problem-solving skills. An overall increase in CTBS/4 and TerraNova test scores reflected the success of our chosen strategies. The staff and faculty also worked very hard to initiate a viable School-Home-Community volunteer program. We benefited greatly from all the Marines and Sailors, mothers and fathers, and community resource people who helped us reach our instructional goals!

In addition, during this school year, teachers at Matthew C. Perry High School applied for the White House Technology Project and were one of four DoDDS sites selected to participate in the Presidential Technology Initiative.

Technology will be our focus for School Year 97-98 as we begin the PTI project in our newly-wired facilities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies...

Our focus area was reading comprehension. In addition to instruction in test taking skills and the use of sustained silent reading across the curriculum, English teachers established required reading outside the class-room as part of their curriculum. Tests of all types were used to evaluate success. Review of CTBS/TerraNova scores indicate increased scores.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

To improve math problem-solving skills, all math teachers shared and used strategies learned in workshops to improve student ability and success. A school-wide challenging problem of the day with a prize for the first student with the correct answer was a success. Individual math teachers also had problem of the day programs. CTBS/TerraNova indicate increased scores.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

To keep our parents and other stakeholders informed and involved a Comprehensive Communication Plan was established with a Public Relations Liaison providing the communication link for dissemination of information through a variety of mediums. Survey responses from parents and other stakeholders indicate school/home communication is satisfactory.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Staff development efforts in technology have resulted in every staff member receiving technology training during the school year. Surveys were used to compile baseline data. Our newly wired facilities will help us focus on delivering Internet access and curricular innovation into every classroom. We have been selected for the Presidential Technology Initiative SY 97-98.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.6	3.80	3.70
Co-Supporters	2.9	3.42	3.31
Co-Learners	2.5	3.01	3.00
Co-Teachers	3.4	3.34	3.31
Co-Advisors	3.0	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

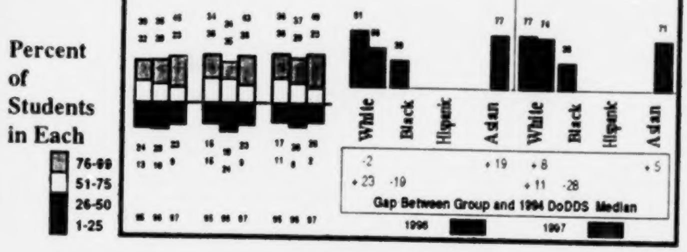
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

A formal program has been initiated for parent/community school involvement. A volunteer data bank has been compiled for easy access when the school needs assistance. Community involvement programs such as adopt-a-class, field trips, guest lecturers have been successful. A parent newsletter and the publication, Parents Make a Difference, were sent home monthly.

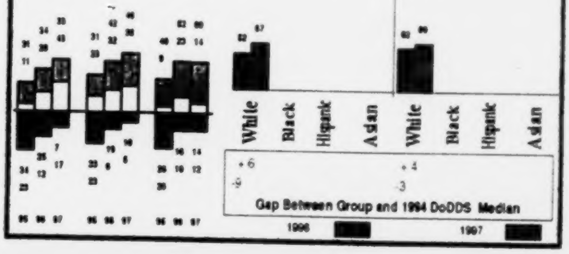
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72	70	73	65.6	69
District	63.4	65.9	70.4	55.4	66.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	47	47	47	47	47



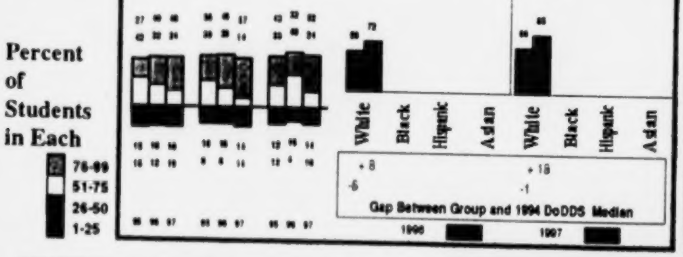
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.3	73.5	81	68	65.8
District	59.5	70	74.5	60.5	64.4
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	42	42	42	42	42



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75	85.7	77	75	79
District	65.1	69.1	69	65.9	70
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	21	21	21	21	21



SAT Results		School	District	DoDDS	Nation
% Participating	96	14%	59%	62%	41%
	97	21%	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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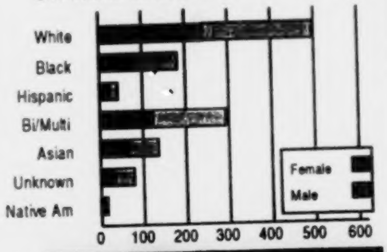
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	36	736.9	767.6	19%	8%	50%	22%	0%
8	96	44	771.5	770	18%	34%	41%	7%	0%
8	97	40	667.2	689	15%	42%	25%	18%	0%
10	95	24	748.8	792.8	17%	25%	46%	8%	4%
10	96	31	739.1	798.9	7%	42%	42%	7%	3%
10	97	30	713.2	711.6	30%	50%	17%	3%	0%

Misawa AB, Japan

Department of Defense Education Activity
Sollars Elementary School (PK-6)
1996/97 School Profile
Randell Ekanger, Principal

School Characteristics

Student Enrollment - 1,243



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	139	11%
K-8	TAG	120	10%
K-12	ESL	44	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

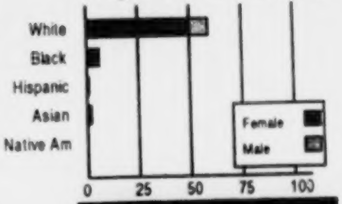
Grade	#
PreK	61
K	191
1	199
2	192
3	184
4	166
5	135
6	115
Total	1243

Sponsor Affiliation	
Marine	<.5%
Army	1%
Navy	17%
Air Force	78%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	4%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	6
4-6	5
7-10	11
> 10	53

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	54
Special Education	8
Other Professionals	17

Teacher Education	
Degree	% Teachers
BA/BS	49%
MA/MS	49%
Doctorate	1%

Principal's Highlights

The school improvement process at Sollars was very productive and successful this school year. The empowerment of a greater number of our stakeholders was a major highlight of this year's process.

The School Improvement Leadership Team (SILT) was organized with representatives from each grade level and specialist area. Also a greater number of parents were active members of the SILT. This allowed for better communications, discussions and understanding of the benchmarks, interventions for improvement, and measures to document our efforts.

The culmination of our year was the North Central Association (NCA) visit. The three day visit proved to be a positive reinforcement of our school improvement efforts. The stateside NCA representatives stated that they believed the Misawa schools to be in the top 5% of all the schools in the United States.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

To increase reading proficiency we developed the following strategies: a school-wide sustained silent reading program (D.E.A.R.), home book logs, parent/child book discussions, and the implementation of the Accelerated Reader computer comprehension program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

We worked on decreasing the gap through inservices on Cooperative Learning, student referrals to H.E.L.P. (our after school tutoring program) to work on math skills, and A.D.D. drill and practice sheets which were given to students daily.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Parent Newsletter continued to be distributed each week by the administration. These newsletters were also made available through the Misawa Air Base Electronic Bulletin Board. In order to provide parents and students information and communication about Sollars, a WWW site was created. School activities were advertised via the local AFN radio and television stations.

Benchmark 10.8: Establish Technology for teachers and administrators.

Technology inservices increased knowledge for teachers of all technology levels. Teachers feel comfortable using computers and exploring software. Parents were invited to attend technology presentations by students. Accelerated Reader was purchased with implementation beginning in May. Student participation began in May with excitement.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.4	3.80	3.70
Co-Supporters	3.4	3.42	3.31
Co-Learners	3.3	3.01	3.00
Co-Teachers	3.5	3.34	3.31
Co-Advisors	2.6	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

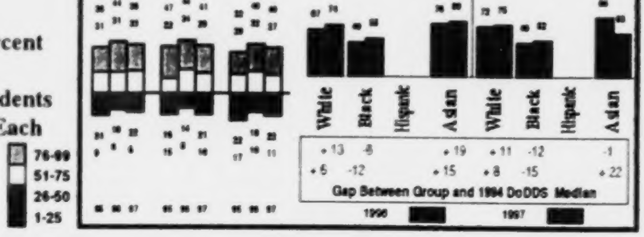
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Surveyed parents and teachers. Supported reading and math benchmarks through volunteerism.

Grade 3

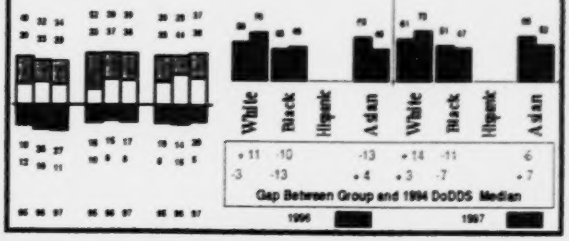
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69.4	68.2	65.3	71	65.7
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	175	175	175	175	175

Percent of Students in Each



Grade 5

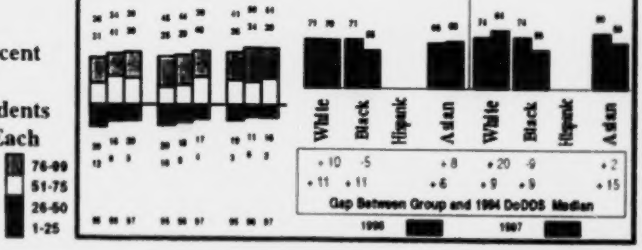
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	59.8	69.8	66.8	62.4	58.5
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	133	133	133	133	133



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69	68.4	72.6	69.3	75.5
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	103	103	103	103	103

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sollars ES
UNIT 5041
APO AP 96319-5041

DSN Phone: 226-2058
Fax Number: 81-3117-66-2058
Commercial Phone:
81-3117-66-39332058

DoDEA Writing Assessment

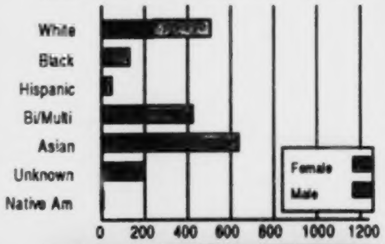
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	138	766.4	741.1	25%	59%	9%	7%	0%
5	96	119	715.6	741.9	20%	59%	14%	5%	1%
5	97	136	739.8	734.5	35%	55%	5%	4%	2%

Yokosuka, Japan

Department of Defense Education Activity
Sullivans Elementary School (PK-5)
1996/97 School Profile
Carol Cressy, Principal

School Characteristics

Student Enrollment - 1,751



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	136	8%
K-8	TAG	1730	100%
K-12	ESL	215	12%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

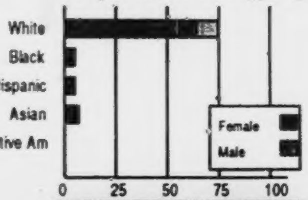
Grade	#
PreK	25
K	317
1	308
2	321
3	267
4	281
5	232
Total	1751

Sponsor Affiliation	
Marine	1%
Army	<5%
Navy	92%
Air Force	<5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<5%

Teacher Experience	
Years	Teachers
New	2
1-3	7
4-6	3
7-10	24
> 10	69

Mobility Rate
33% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	4
Classroom Teachers	79
Special Education	9.5
Other Professionals	23

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	61%
Doctorate	0%

Principal's Highlights

The Sullivans School made dramatic progress in staff development this year:

A SIP Orientation was a part of the New Teachers Orientation.

Bay Area Writing Project Instructors were brought from Berkeley via the site based staff development funds which could be tailored to our main goal; increased language proficiency through process writing. New strategies were introduced and in May we had a Teacher sharing day. Writing Specialist in the Computer Lab reinforced and reviewed the writing process all year integrated with computer technology skills for the class and teacher skill development.

Kagan Cooperative Learning Day boosted the SIP Benchmarks with pairing and sharing, listening, pre-writing activities, etc.

In addition to the above list for staff development David Schwartz, an author of children's math/language arts literature presented to students and staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies...

The students will increase language proficiency in all content areas through the development of process writing skills. Success will be measured through CTBS, TerraNova (4th grade), Pre/Mid/Post Rubric Assessment (3rd grade), tutorial participation/attendance log and DoDEA Writing Assessment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The students will gain in language proficiency through process writing which will lead to improved achievement in math scores. CTBS, TerraNova (grade 4), and pre/post math rubrics are used to indicate success.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School-Home communication will be improved through muti-lingual announcements, Starlight Express, Teachers' newsletters and a language hotline. Attendance logs kept at PTO, SAC, parent activities will be kept, the Starlight Express survey and telephone log will show the progress of this benchmark.

Benchmark 10.8: Establish Technology for teachers and administrators..........

Students' language proficiency will increase through process writing utilizing computer and multi-media applications. Computer performance based on teacher assessment; log of computer lab times for grade levels; technology plans for both teachers and students will show proficiency development in this area.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.7	3.80	3.70
Co-Supporters	3.3	3.42	3.31
Co-Learners	3.1	3.01	3.00
Co-Teachers	3.3	3.34	3.31
Co-Advisors	2.9	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

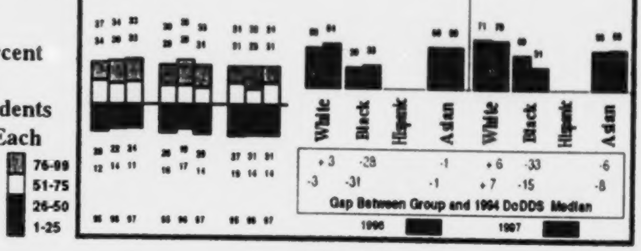
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

School-Home communication will be improved through multi-lingual announcements, Starlight Express, teachers' newsletters and a language hotline. Parent activities, attendance logs, Starlight Express surveys and a telephone log for hotline usage will indicate growth in this area.

Grade 3

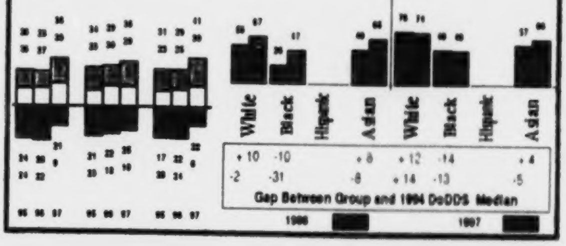
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.2	58.5	55.7	56.7	59.6
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	242	242	242	242	242

Percent of Students in Each



Grade 4

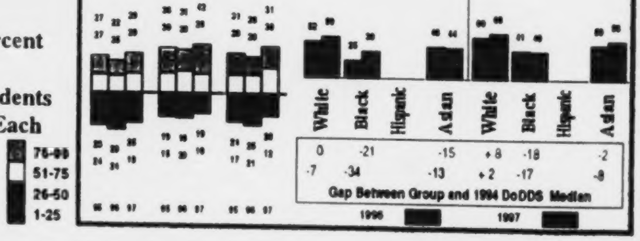
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.6	64.2	68.8	62.2	66.6
District	67.8	65.5	69.5	67.2	64.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	256	256	256	256	256



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.2	68.6	63.9	45.5	54.4
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	213	212	213	213	213

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Sullivans ES
PSC 473, BOX 96
FPO AP 96349-0005

DSN Phone: 243-7329
Fax Number: 81-311-243-7865
Commercial Phone:
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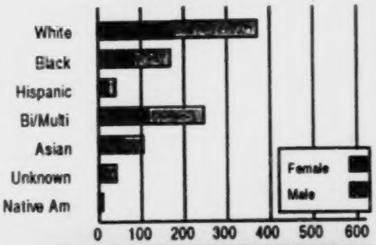
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	192	767.4	741.1	27%	56%	12%	5%	1%
5	96	235	738.7	741.9	40%	45%	9%	4%	2%
5	97	219	706.3	734.5	36%	48%	6%	4%	7%

Yokota, Japan

Department of Defense Education Activity
Yokota (East) Elementary School (PK-6)
1996/97 School Profile
Charles Yahres, Principal

School Characteristics

Student Enrollment - 979



Special Programs Grade Offered	Program	#	%
PK-12	Special Education	107	11%
K-8	TAG	120	13%
K-12	ESL	37	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

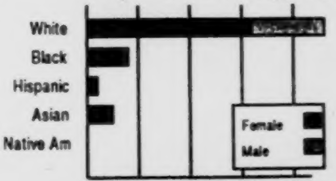
Grade	#
PreK	31
K	152
1	148
2	158
3	128
4	127
5	121
6	114
Total	979

Sponsor Affiliation	
Marine	1%
Army	1%
Navy	2%
Air Force	92%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience Years	Teachers
New	1
1-3	5
4-6	1
7-10	7
> 10	49

Mobility Rate
27% Per Year

Professional Staffing



School Staff Category	FTE
Administrators	3
Classroom Teachers	45
Special Education	6.5
Other Professionals	15

Teacher Education Degree	% Teachers
BA/BS	29%
MA/MS	68%
Doctorate	3%

Principal's Highlights

The SIP is Benchmark focused, with total staff commitment. Successes !!!

3.1 Total Language and Reading CTBS scores, place the 3rd and 5th grade students in the top 23rd and top 14th National Percentiles respectively.

4.2 CTBS Total Math scores, place 3rd and 5th grade students in the top 30th National Percentiles respectively.

8.1 Community Career and Resource Days, PTA National recognition for 100% membership, 9,000+ volunteer hours in SY 97-98, SHP level 4 community involvement at each tier.

10.1 Strong educational program leadership through SIP and SHP. All stakeholders empowered to share in school improvement.

10.7 Highly effective S - H, multi-media communications, highly positive student, parent attitudes toward the total educational program.

10.8 All students and staff actively engaged in meaningful technology education. A Power Mac lab, multiple classroom workstations, a dedicated staff position, and intensive staff development highlight technology in education.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies

An emphasis was placed on writing across the curriculum. A school-wide collection of one million words is ongoing in conjunction with author David Schwartz's visit. Access to the computer lab has enabled all students to become familiar with using computers for writing projects across all curricular areas.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

An emphasis was placed on utilizing cooperative groups. Professional development was provided in the use of cooperative learning groups by the Kagan Institute. Two faculty members were provided comprehensive training to share information on the development of cooperative groups to facilitate equitable opportunities for learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An emphasis was placed on the dissemination of school related information. SIP and MathLand updates were published regularly in the school bulletin. School events were publicized weekly in the base newspaper and on the commander's access channel. A school home page was developed and posted on the world wide web to supply wide access to school information.

Benchmark 10.8: Establish Technology for teachers and administrators

An emphasis was placed on providing staff development in the use of electronic technology. A survey was conducted by the technology committee to determine staff needs. A variety of training opportunities was offered based on these identified needs and computer lab have provided increased opportunities for the use of electronic technology.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.6	3.80	3.70
Co-Supporters	3.4	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.1	3.34	3.31
Co-Advisors	2.8	3.17	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

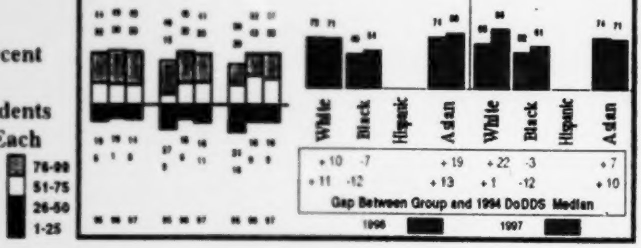
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

A pre and post needs assessment survey was conducted by the School Home Partnership Committee. Parents as co-teachers and co-learners were identified as focus areas. Interactive homework was designed for the community thematic units. Parent/community support and participation were key to the success of the thematic units.

Grade 3

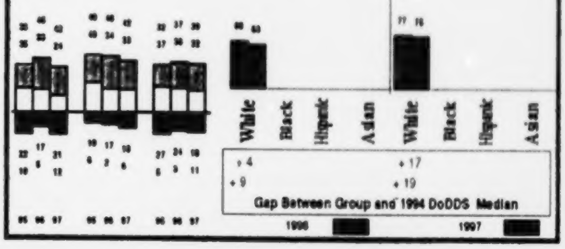
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	75	67	70.6	70.7	74.2
District	67.3	68.3	64.5	61.4	64.8
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	76	76	76	76	76

Percent of Students in Each



Grade 5

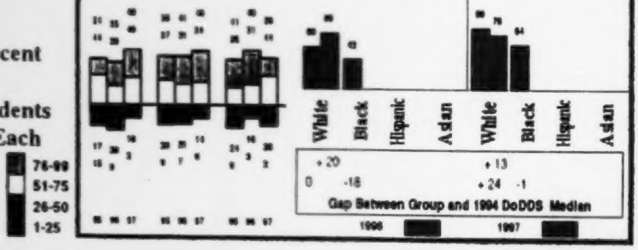
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	64.8	72	66.7	62.3	69.3
District	60.3	71.5	66.6	58.2	58.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	66	66	66	66	66



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	72.5	63	68.6	74
District	65.2	66.4	67.1	66.1	67.1
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	50	50	50	50	50

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	59%	62%	41%
	97	NA	66%	63%	41%
Math Avg Score	96	NA	515	506	508
	97	NA	494	505	511
Verbal Avg Score	96	NA	523	518	505
	97	NA	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota West ES
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UNIT 5072
APO AP 96328-5072
DSN Phone: 225-8898/7611
Fax Number: 81-3117-55-5732
Commercial Phone:
81-3117-55-7611

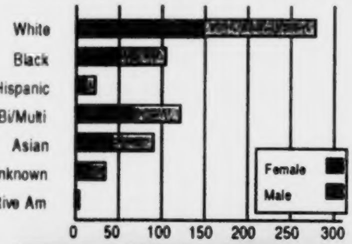
DoDEA Writing Assessment									
				Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	74	751	741.1	12%	69%	19%	0%	0%
5	96	55	782.6	741.9	53%	40%	7%	0%	0%
5	97	56	744.1	734.5	34%	59%	4%	2%	2%

Yokota, Japan

Department of Defense Education Activity
Yokota High School (7-12)
1996/97 School Profile
Douglas McEnery, Principal

School Characteristics

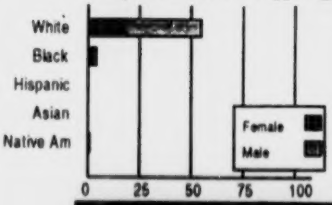
Student Enrollment - 658



Grade	#
7	178
8	137
9	142
10	81
11	57
12	63
Total	658

Sponsor Affiliation	
Marine	1%
Army	3%
Navy	2%
Air Force	78%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	16%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	31	5%
K-8	TAG	N/A	N/A
K-12	ESL	12	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	39	
AP Courses Offered		3	
Students Taking AP Courses		28	23%

Teacher Experience

Years	Teachers
New	6
1-3	4
4-6	5
7-10	12
> 10	28

Mobility Rate
19% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	47
Special Education	3
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	31%
MA/MS	66%
Doctorate	3%

Principal's Highlights

The SIP from the previous year did not have wide-spread ownership. Therefore, we began the 96-97 process with the goal of increasing direct ownership. We broadened the SIP team to include students, parents, and teachers, who were trained to be facilitators for creating strategies. As a faculty, we spent several sessions gaining a clear idea of what strategies to accomplish and built consensus for the adopted plans. We re-rewrote the strategies for each benchmark.

Next year we will use larger blocks of instructional time in order to increase the depth of instruction and improve school climate. We are meeting and planning the improvement of instruction to meet the challenges of longer instructional time. We are creating a separate 7th grade and hope to improve teaming among teachers.

The technology and SHP initiatives were the most successful strategies for SY 96-97; there is demonstrated improvement in teacher technology skills and parent involvement.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts and Soc. Studies

Lang Arts: (1) Lang Arts teachers used the Daily Oral Language program. (2) A guide of monthly themes in daily oral language activities is being prepared for use in all curricular areas. (3) The Renaissance Program recognizes academic improvement and achievement. (4) Block scheduling will improve higher level thinking, project based learning and climate.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Math: (1) Students in the 7th and 8th grade who ranked in the bottom 25 percentile on CTBS math total were identified for tutoring. (2) Tutoring of the identified students has been initiated. (3) Pre/post student attitude survey and CTBS results will be used to determine needed modifications of the tutuoring program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

(1) Student-produced television programs were regularly aired on the community channel. (2) Recent upgrade in capabilities will allow for direct telecast. (3) The schools newletter for parents has been revised, and ongoing evaluation is in place.

Benchmark 10.8: Establish Technology for teachers and administrators

(1) Results of a needs survey were used to design staff development. (2) Installation of the LAN resulted in widespread staff utilization of communications technology. (3) Student learning has benefited from use of the school's Web page; e-mail; distance learning; math and science micro computer based labs; Internet research .

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.3	3.80	3.70
Co-Supporters	2.7	3.42	3.31
Co-Learners	2.7	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	3.0	3.17	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

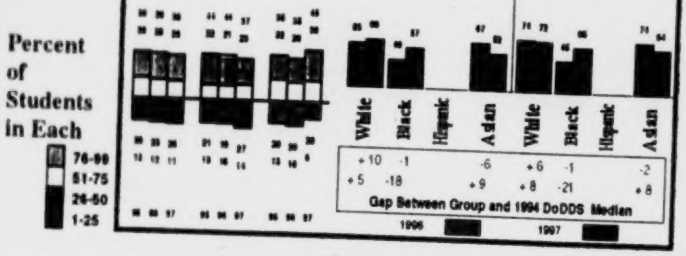
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

(1) A survey of parents' attitudes was completed. (2) Survey results will be analyzed to determine strategies for SY 97/98 parental involvement. (3) A Town Hall meeting was held during which parents' issuses were addressed. (4) Parent initative in implementing the Renassaince Program provided a connection with all stakeholders.

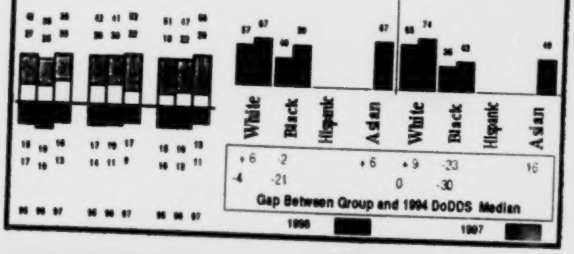
Grade 7

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	66.8	66.4	72.9	61.3	66.9
District	63.4	65.9	70.4	55.4	66.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	176	175	176	176	176



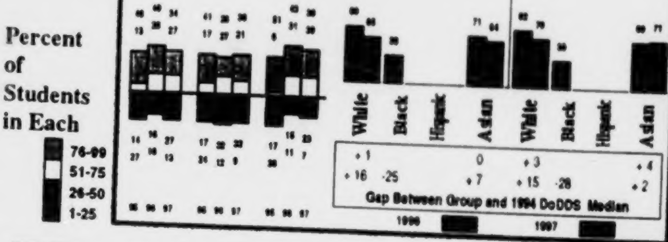
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	62.2	76.8	79.5	66	64.3
District	59.5	70	74.5	60.5	64.4
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	128	127	128	128	128



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60.5	63.7	66.5	53.7	64
District	65.1	69.1	69	65.9	70
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	56	56	56	56	56



SAT Results		School	District	DoDDS	Nation
% Participating	96	72%	59%	62%	41%
	97	81%	66%	63%	41%
Math Avg Score	96	509	515	506	508
	97	496	494	505	511
Verbal Avg Score	96	534	523	518	505
	97	500	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Yokota HS
DoDDS-P/J (YH)
UNIT 5072
APO AP 96328-5072
DSN Phone: 225-7018
Fax Number: 81-3117-55-7223
Commercial Phone:
81-3117-55-5503

DoDEA Writing Assessment

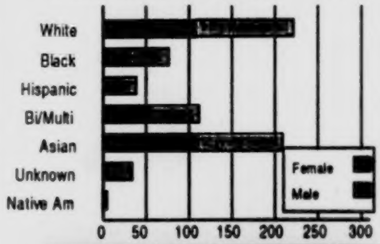
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	105	706.5	767.6	22%	14%	35%	24%	5%
8	96	153	771.5	770	20%	44%	24%	10%	1%
8	97	128	684.2	689	23%	46%	20%	10%	1%
10	95	83	773.9	792.8	19%	36%	24%	19%	1%
10	96	84	793.4	798.9	26%	42%	24%	8%	0%

Camp Zama, Japan

Department of Defense Education Activity
Zama Junior High/High School (7-12)
1996/97 School Profile
Susan Burdick, Principal

School Characteristics

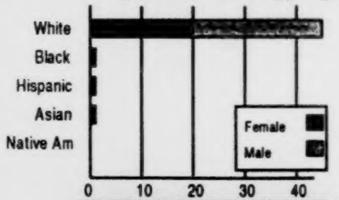
Student Enrollment - 697



Grade	#
7	147
8	136
9	135
10	113
11	90
12	76
Total	697

Sponsor Affiliation	
Marine	1%
Army	27%
Navy	42%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	21	3%
K-8	TAG	N/A	N/A
K-12	ESL	20	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	32	[illegible]
AP Courses Offered		8	[illegible]
Students Taking AP Courses		65	39%

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	2
7-10	10
> 10	42

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	46
Special Education	2.5
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	70%
Doctorate	0%

Principal's Highlights

Zama High School serves about 700 students from Camp Zama and NAF Atsugi, Japan. The ZHS overarching theme is Caring Competencies, + Equity + Quality Instruction = Success for All Students. Diverse in nature, our program focuses on meeting the needs of all students.

About 83 % of the student body attends college. Supporting them ZHS offers Advanced Placement (AP) and honors courses in six departments. Level V foreign languages are offered in Spanish, Japanese, and French. A variety of telecommunication courses provide our students with expanded learning opportunities. AVID programs, equity training, and the inclusion model for special needs students have been implemented.

A strong School-Community Partnerships provides a network of support to students and families. A successful character education program has been implemented and complements the military's ethics and values training.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

Considering the needs of our multi-lingual student body ZHS selected Writing Across the Curriculum as a step toward the goal of improving writing in all subject areas. Each department developed a common framework appropriate for its subject area. Rubrics served as pre and post assessment tools for classroom teachers to evaluate writing achievement.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

An in-depth analysis of individual achievement data resulted in a multi-layered approach to narrowing the gap. All students with low CTBS results and low grades were staffed resulting in an individual plan for each student to include tutoring, group support, and selected placement in the appropriate math classes. Teacher training on diverse learning styles was provided.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Communication among the faculty, community, home, and school has been enhanced by including parents, community, and students in all facets of our SIP. Our parent feedback form, Student Success Cards, community bulletins, newsletters, and the TV Access channel are effectively improving communication. Our WEB site links ZHS with our local communities.

Benchmark 10.8: Establish Technology for teachers and administrators

In each course students are required to create a project using technology. Science, business, and computer labs are supplemented by an accessible multi-curricular lab. Teachers have been trained and prepared lesson plans which include technology as a tool in developing their requirements for class projects and assignments.

Average Ratings of SIIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.80	3.70
Co-Supporters	2.8	3.42	3.31
Co-Learners	2.8	3.01	3.00
Co-Teachers	3.2	3.34	3.31
Co-Advisors	2.7	3.17	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

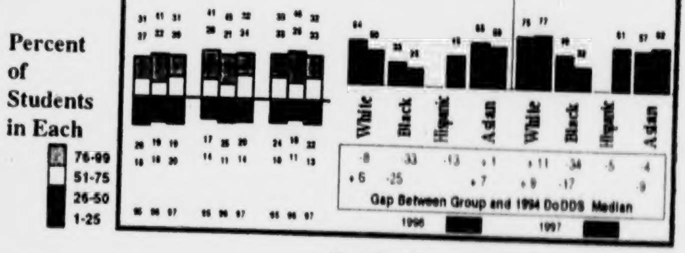
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parents and community members are developing partnerships with teachers and students to support student achievement. Parents serve on key committees as advisors and co-decision makers. Classroom volunteers and community agencies have build close relationships as co- supporter and co-advocates in developing and sustaining many of our school programs.

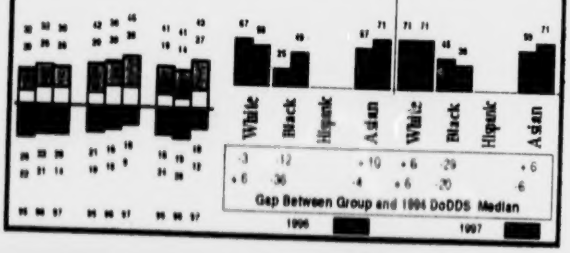
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	55.6	62.2	66	45.7	62.8
District	63.4	65.9	70.4	55.4	66.9
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	142	142	141	141	141



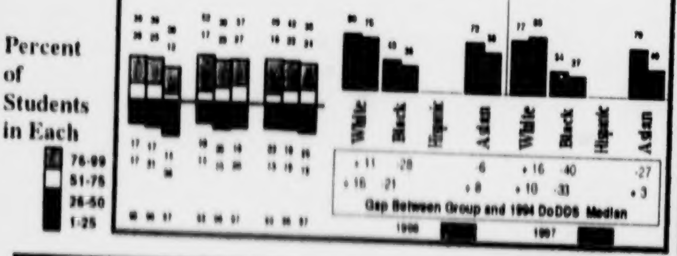
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	56.2	71.5	66.8	61.2	68.6
District	59.5	70	74.5	60.5	64.4
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	112	113	110	113	110



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	51.5	67	62.4	67	51.3
District	65.1	69.1	69	65.9	70
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	86	86	85	87	85



SAT Results		School	District	DoDDS	Nation
% Participating	96	72%	59%	62%	41%
	97	61%	66%	63%	41%
Math Avg Score	96	520	515	506	508
	97	533	494	505	511
Verbal Avg Score	96	522	523	518	505
	97	518	499	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, [illegible]50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zama HS
USA GARRISON, HONSHU
APO AP 96343-0005

DSN Phone: 263-4040/3466
Fax Number: 81-3117-63-3826
Commercial Phone:
81-3117-63-4040

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	142	750.3	767.6	31%	13%	31%	25%	1%
8	96	116	766.1	770	19%	33%	39%	10%	0%
8	97	112	662.4	689	22%	46%	21%	5%	4%
10	95	94	771.4	792.8	20%	38%	22%	17%	2%
10	96	97	772.7	798.9	18%	36%	36%	10%	0%
10	97	91	706.8	711.6	33%	41%	22%	3%	1%

SECTION M

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

KOREA DISTRICT
1996-1997

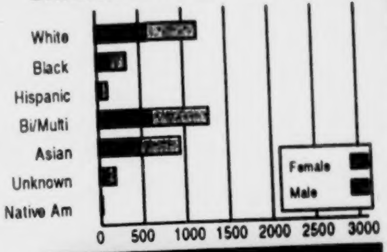
BEST COPY AVAILABLE

Department of Defense Education Activity
Korea District
1996/97 Profile

Douglas Kelsey, Superintendent

District Characteristics

Student Enrollment - 4,045



Grade	#
PreK	86
K	321
1	373
2	358
3	348
4	312
5	321
6	350
7	303
8	313
9	311
10	266
11	209
12	174
Total	4045

Sponsor Affiliation	
Marine	1%
Army	31%
Navy	9%
Air Force	17%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	42%
Non-US Civilians	<.5%

Special Programs

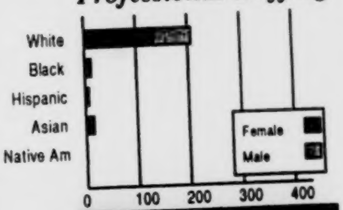
Grade Offered	Program	#	%
PK-12	Special Education	159	4%
K-8	TAG	357	12%
K-12	ESL	295	7%
1	Reading Recovery	0	0%
7-12	AVID	23	
Students Taking AP Courses		142	37%

Teacher Experience

Years	Teachers
New	21
1-3	34
4-6	34
7-10	32
> 10	173

Mobility Rate
24% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	14
Classroom Teachers	236
Special Education	23
Other Professionals	46

Teacher Education

Degree	% Teachers
BA/BS	38 %
MA/MS	59 %
Doctorate	3 %

Superintendent's Highlights

The annual School Improvement Status Reports show significant growth in the implementation of the school improvement process for the seven DoDDS schools on the Korean Peninsula. The training and assistance provided to the schools by the district staff reflected the benchmarks of the DoDEA Community Strategic Plan and were tailored to support the strategies and action plans of the schools.

In the initial efforts to implement local assessments, results indicated increased student outcomes in many areas and a need to modify strategies in other areas. Increased sophistication with assessment strategies next year will enhance the SIP process.

The district made significant progress in implementing technology and is working diligently on recruiting and retaining quality teachers for Korea. A staff turnover of more than fifty percent in two years has required the district to modify and sculpture staff development initiatives to a transient population of teachers. Benchmark 7.1 will be formally addressed next year to reflect this need. In spite of the high staff turnover, the progress the schools and the district have made this year is remarkable.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: *Student Achievement And Citizenship*

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.....

Writing Across the Curriculum and cooperative learning were the primary initiatives used to increase writing proficiency, as well as to increase understanding in the content areas. Schools have used the Daily Oral Language program as the medium to enhance usage, spelling, and mechanics. In Social Studies, the focus has been on standards training.

Goal 4: *Math And Science Achievement*

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The major focus has been to increase knowledge of the science and math standards and provide training for staff. Cooperative learning, TESA, and AVID programs were used to promote effective strategies that emphasize equity. The Minorities in Science pilot program was initiated at three schools. Computer software was introduced to enhance the mathematics program.

Goal 10: *Organizational Development*

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The district has established a communication officer in the DSO and a communication liaison in each school to improve communication with local media. Each school publishes a newsletter to send home to parents. Our Superintendent's Newsletter and The Korean Connection, both published quarterly, are sent to schools, parents, and community members.

Benchmark 10.8: Establish Technology for teachers and administrators............

Integrating technology into instruction was a major focus for our district. Curriculum liaisons have integrated technology into their training and assistance programs. Two schools were selected to participate in the Presidential Technology Initiative. Teachers' technology skills were assessed and training was tailored to meet their needs.

Average Ratings of SHP Progress		
Tier	District	DoDDS
Co-Communicators	3.78	3.70
Co-Supporters	3.60	3.31
Co-Learners	3.00	3.00
Co-Teachers	3.47	3.31
Co-Advisors	3.27	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

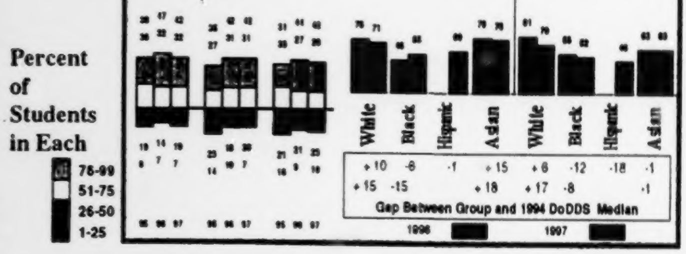
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

All school administrators were trained in the DoDEA School-Home Partnership model. Current practices were identified and catagorized by tier. The major focus has been to ensure a balance of activities in each of the five tiers. Superintendent Forums were established at each school to encourage two-way communication between home and school.

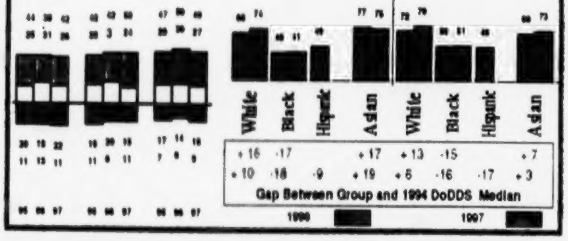
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	70.1	69.8	67.5	70.4	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	341	341	339	341	339



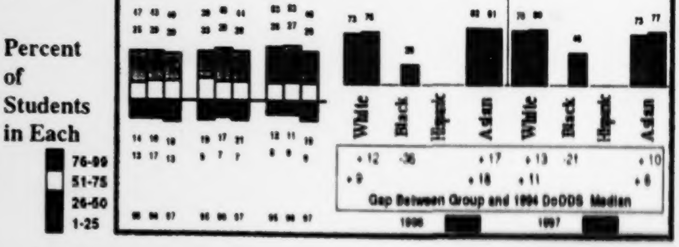
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	68.1	75.4	74.9	62.9	73.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	291	291	290	290	291



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	67.3	71.2	72	73	75
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	202	199	203	201	203



SAT Results		District	DoDDS	Nation
% Participating	96	74%	62%	41%
	97	61%	63%	41%
Math Avg Score	96	526	506	508
	97	536	505	511
Verbal Avg Score	96	507	518	505
	97	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools - Pacific
Attn: Douglas Kelsey
Unit 15549
APO AP 96205-0005

DSN Phone: 738-5922
Fax Number: 82-2791-8-4280
Commercial Phone:
82-2791-8-5922

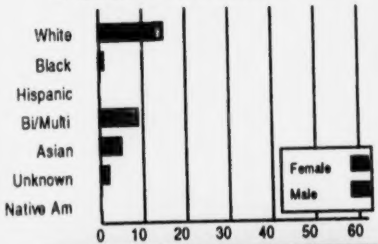
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	308	749.5	741.1	19%	59%	13%	9%	1%
5	96	332	776.1	741.9	51%	43%	6%	0%	1%
5	97	308	757.9	734.5	40%	54%	3%	1%	1%
8	95	251	792.4	767.6	44%	22%	26%	7%	1%
8	96	279	782.6	770	20%	50%	24%	4%	1%
8	97	282	688.6	689	29%	54%	11%	4%	2%
10	95	183	816.5	792.8	33%	45%	16%	4%	1%
10	96	209	793.9	798.9	30%	41%	21%	7%	1%
10	97	225	711.7	711.6	38%	40%	17%	4%	0%

Pusan, Korea

Department of Defense Education Activity
C. Turner Joy Elementary School (PK-4)
1996/97 School Profile
Howell Iles, Principal

School Characteristics

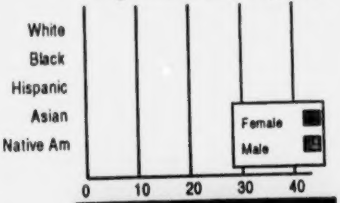
Student Enrollment - 32



Grade	#
PreK	9
K	5
1	1
2	10
3	5
4	2
Total	32

Sponsor Affiliation	
Marine	<.5%
Army	<.5%
Navy	50%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	50%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	N/A	N/A
K-8	TAG	N/A	N/A
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	0
4-6	2
7-10	1
> 10	0

Mobility Rate
44% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	3.5
Special Education	0
Other Professionals	1

Teacher Education

Degree	% Teachers
BA/BS	67%
MA/MS	33%
Doctorate	0%

Principal's Highlights

CT Joy's SILT revised, adjusted, and improved the SIP Benchmarks. The teachers were challenged, and implementation of new strategies was immediate. For instance, during our first meeting in September, consensus was reached to supplement the Language Arts program with Daily Oral Language, which currently supports Benchmark 3.1.

The sophistication of our Technology Lab steadily improves. Teachers and students are able to access cc:Mail, E-Mail, the Columbia Library System, a CD ROM tower, and a printer from each classroom. The school is being equipped with two 8 Port Hubs that have access to all technology listed, as well as Internet. The Technology Lab is utilized by the entire school, including special classes with age appropriate interactive CD ROMS for kindergarten and pre-kindergarten.

The C. Turner Joy Elementary School staff corresponds through cc:Mail routinely. The School/Home Partnership is developing, as described in Goal 8.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading/Lang Arts, and Soc. Studies....

The SILT and staff integrated Daily Oral Language into the Reading/ Language Arts Curriculum. They ordered materials, were trained by the LA Coordinator, gave a pre-test to the students, and added Daily Oral Language to the daily class schedule. A post-test and CTBS scores revealed DOL affected writing skills positively, grades 1 - 4.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The school strategy is to improve students' mathematical achievement by integrating math into other subject areas. The use of poster boards and stickers to identify math concepts helps us to discuss math while teaching in a separate subject area. The objective is to take the fear out of the traditional math class for females.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

Monthly newsletters, weekly calendars, and daily teachers' notes to parents increased communication during the 1996-1997 school year. Teachers were given training in the use of available technology. The use of Korean/English publishing software reduced communication barriers. Parent volunteers assisted in the typing of the multi-lingual newsletters.

Benchmark 10.8: Establish Technology for teachers and administrators..........

A technology inventory was conducted. The LAN was upgraded to access information from every classroom, the teacher's lounge, the Media Center, and the Administrators' offices. Technology awareness was expanded through inservice training, which resulted in professional growth and improved classroom instruction. State-of-the-art equipment replaces old.

Average Ratings of SHP Progress

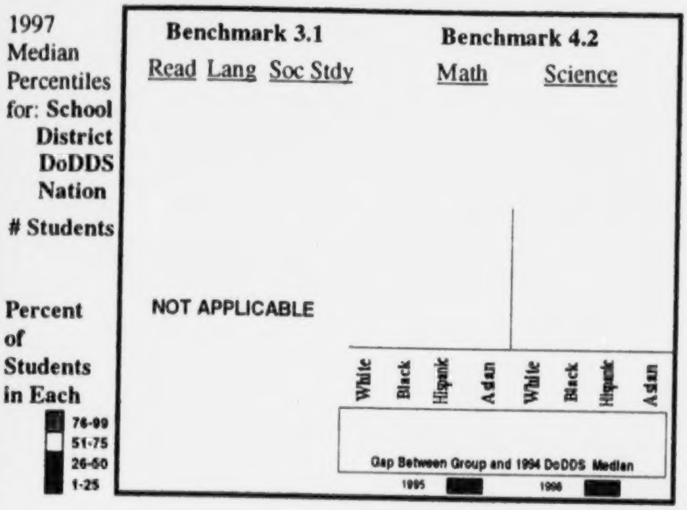
Tier	School	District	DoDDS
Co-Communicators	4.2	3.78	3.70
Co-Supporters	3.9	3.60	3.31
Co-Learners	3.1	3.00	3.00
Co-Teachers	3.3	3.47	3.31
Co-Advisors	3.6	3.27	3.17

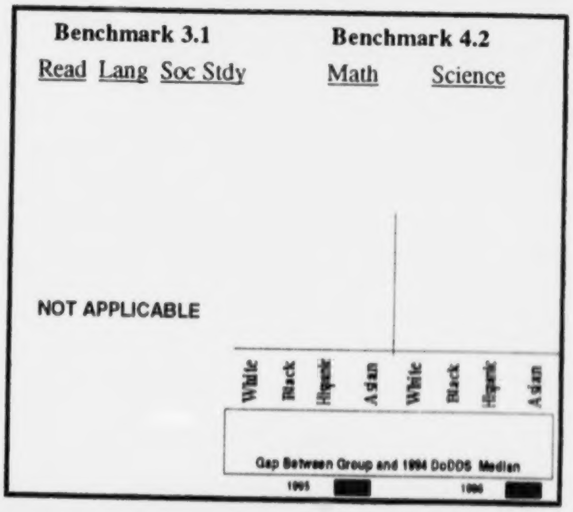
1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

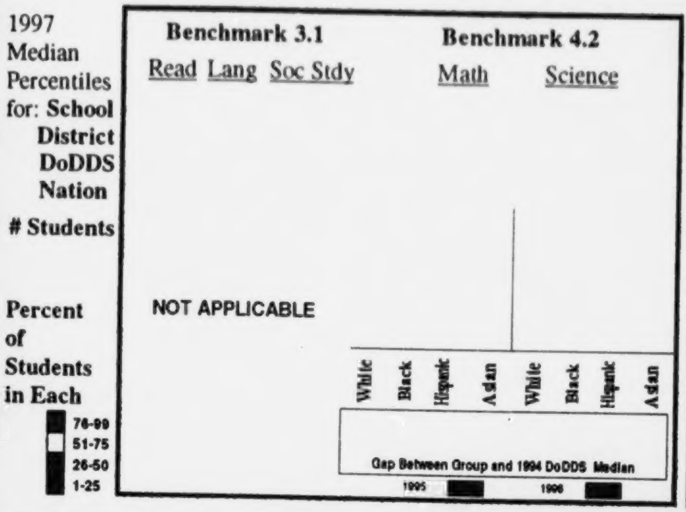
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

C. Turner Joy Elementary School regularly includes parents and community volunteers. The school has a successful extra-curricular volunteer program in the areas of coaching and technology. Co-teachers and guest speakers routinely talk, teach and read to students throughout the year, including Black History Month, and cultural activities.







SAT Results

		School	District	DoDDS	Nation
% Participating	96	NA	74%	62%	41%
	97	NA	61%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	507	518	505
	97	NA	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

C. Turner Joy ES
COMFLEACT CHINHAE
PSC 479
FPO AP 96269-0005
DSN Phone: 762-5466/77
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Commercial Phone:
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DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable

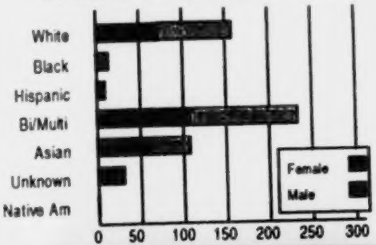
BEST COPY AVAILABLE

Osan AB,
Korea

Department of Defense Education Activity
Osan Elementary School (PK-6)
1996/97 School Profile
Ronald Warner, Principal

School Characteristics

Student Enrollment - 555



Grade	#
PreK	27
K	86
1	93
2	83
3	72
4	65
5	63
6	66
Total	555

Sponsor Affiliation	
Marine	<.5%
Army	21%
Navy	1%
Air Force	54%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	24%
Non-US Civilians	<.5%

Special Programs

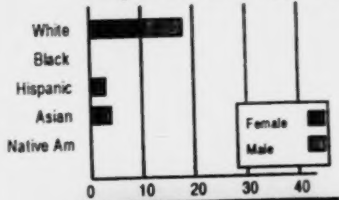
Grade Offered	Program	#	%
PK-12	Special Education	22	4%
K-8	TAG	109	21%
K-12	ESL	62	12%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	1
4-6	6
7-10	3
> 10	25

Mobility Rate
38% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	26
Special Education	3
Other Professionals	8

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	58%
Doctorate	6%

Principal's Highlights

OAES is located on Osan Air Base, Republic of South Korea. The two buildings have a total of 35 classrooms, computer lab, gym, cafeteria, and EMC along with smaller rooms for specialists.

In addition to general education programs for students from pre-K-6th grades, OAES offers programs for children with disabilities, Sure Start, English as a Second Language, reading improvement, math improvement, and an enrichment program. OAES has a diverse population of students to include a majority of "minority" students - the largest group being of Asian heritage.

Our students have the opportunity to participate in diverse extracurricular activities sponsored by the school and the base Youth Center.

Our staff strives to meet our motto, which is "Where Every Child is Treated as an Individual." With community support, our students' successes are reflected by high achievement. Parent volunteers and all staff members participate on a benchmark committee, and OAES is making great strides in achieving its goals.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

From the positive results of the Asian/Pacific thematic studies in the Spring of '96, the staff recognized the growth in student learning due to active participation, and chose to include other active learning methodologies as a strategy. The emphasis for SY 96-97 was on the training and utilization of Cooperative Learning techniques.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

The Osan staff began a multi-year program to align math instruction with the National Council of Teaching Mathematics Standards. The focus for SY 96-97 was to equalize response and wait time opportunities for gender/ethnic groups in both math and science. OAES/DSO staff members continue to provide inservice training in Mathland and Coop. Learning.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The administrative staff published newsletters twice a month to inform parents and the community about school topics and activities. Parents have been encouraged to give input concerning issues of concern. The school developed parental curriculum information packets. The PTO/school staff continues to sponsor high interest educational evening meetings.

Benchmark 10.8: Establish Technology for teachers and administrators

The PowerMac lab became functional and professional development was conducted monthly on Power Macs in cc:Mail, word processing, multimedia, Network, and CD-ROM. Students were taught keyboarding and use of computers for multimedia curricular activities. OAES has been selected for the DoD Presidential Technology Initiative.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.78	3.70
Co-Supporters	3.5	3.60	3.31
Co-Learners	3.3	3.00	3.00
Co-Teachers	3.9	3.47	3.31
Co-Advisors	3.3	3.27	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

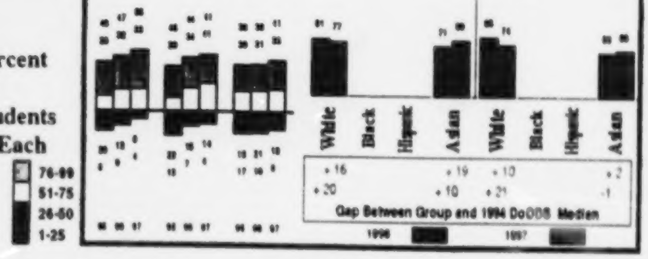
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

The staff continues to involve parents/community in their children's education through the School/Home Partnership Program. In the spring of '96 a significant number of Osan parents attended math hands-on activities during Mathland Week. More than 1/3 of the parent population provides volunteer services to the school. PTO and SAC are very active.

Grade 3

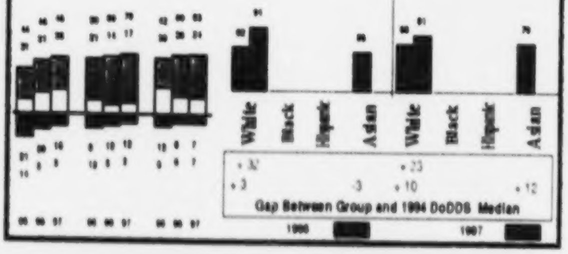
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77.6	68	69.5	73.8	70.3
District	70.1	69.8	67.5	70.4	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	73	73	73	73	73

Percent of Students in Each



Grade 5

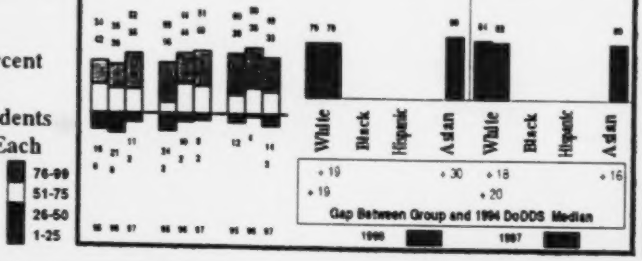
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	72	84.5	84.4	87.3	72.2
District	69.2	84	74.6	81.8	71.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	59	59	59	59	59



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	77.7	76	74	76	80
District	68.9	72.3	68.6	69.8	70.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	63	63	63	63	63

Percent of Students in Each



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	74%	62%	41%
	97	NA	61%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	507	518	505
	97	NA	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan ES
UNIT 2037
APO AP 96278-0005

DSN Phone: 784-6912
Fax Number: 82-333-661-5733
Commercial Phone:
82-333-661-6912

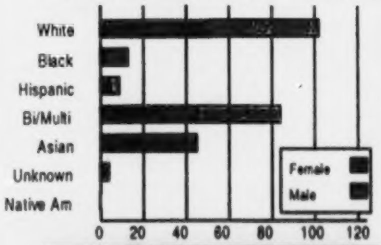
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	61	758.3	741.1	20%	62%	12%	7%	0%
5	96	61	738.4	741.9	39%	51%	7%	0%	0%
5	97	58	754.1	734.5	41%	55%	0%	2%	2%

Osan AB,
Korea

Department of Defense Education Activity
Osan High School (7-12)
1996/97 School Profile
John Provinsal, Principal

School Characteristics

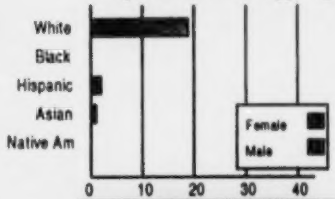
Student Enrollment - 256



Grade	#
7	53
8	45
9	63
10	37
11	30
12	28
Total	256

Sponsor Affiliation	
Marine	<.5%
Army	14%
Navy	<.5%
Air Force	46%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	40%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	15	6%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		3	
Students Taking AP Courses		16	27%

Teacher Experience

Years	Teachers
New	0
1-3	8
4-6	6
7-10	0
> 10	11

Mobility Rate
24% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	22.5
Special Education	2
Other Profesionals	1.5

Teacher Education

Degree	% Teachers
BA/BS	50%
MA/MS	46%
Doctorate	4%

Principal's Highlights

Osan American High School, in its second year of operation, continues to make significant strides in parent involvement, technology innovation, and school improvement.

The North Central Association for Accreditation in its recent school visit stated that parental pride in the school as well as assistance by parents was obvious. The School/Home Partnership Program validated that interest and involvement.

The school was one of four DoDDS schools world wide to be chosen as a participant in the Department of Defense Presidential Technology Initiative.

School improvement strategies have focused on the integration of problem solving strategies as well as graphic organizers to improve reading comprehension and math/science abilities. Performance assessment tools have documented significant improvement in moving students from proficient to distinguished levels of performance.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies...

The use of summarizing and graphic organizers was implemented to improve reading comprehension. Daily Oral Language activities were implemented in all Language Arts classes to improve student skills in grammar. Improvement in reading comprehension and grammar skills was documented in student pre- and post-testing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Problem solving strategies and graphic organizers were introduced to improve math and science achievement. Improvement in problem solving ability was documented by student pre and post-testing with a locally designed performance assessment tool.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An active school improvement committee was in operation during SY 96-97. Stakeholders were made aware of school improvement activities through numerous publications and communication efforts. Quarterly parent conferences were piloted at progress reporting time, resulting in a positive response from parents.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Teachers and administrators continue to implement electronic technology at the school through the use of e-mail. The school continues to operate an electronic bulletin board (BBS) for student homework and has instituted its own web page on the Internet.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.9	3.78	3.70
Co-Supporters	4.0	3.60	3.31
Co-Learners	3.2	3.00	3.00
Co-Teachers	3.8	3.47	3.31
Co-Advisors	3.7	3.27	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

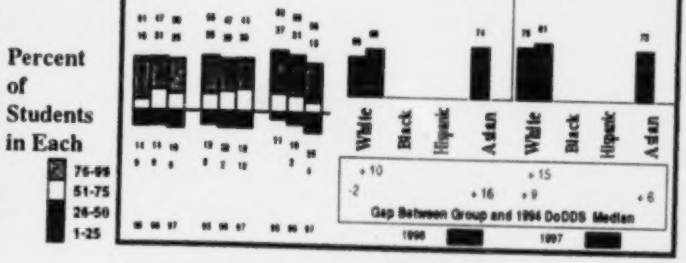
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Strategies that addressed each of the tiers of the School/Home Partnership were addressed. Community organizations were invited into the school to hold meetings, an "adopt a class" program was instituted, joint parent and student learning activities were incorporated, a community resource directory was created, and partnerships with the community were effected.

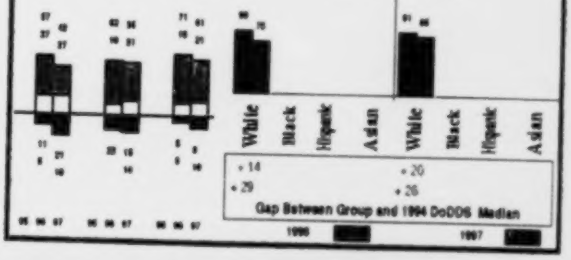
Grade 7

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	75.3	71.7	78	53	75.7
District	68.1	75.4	74.9	62.9	73.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	52	52	52	52	52



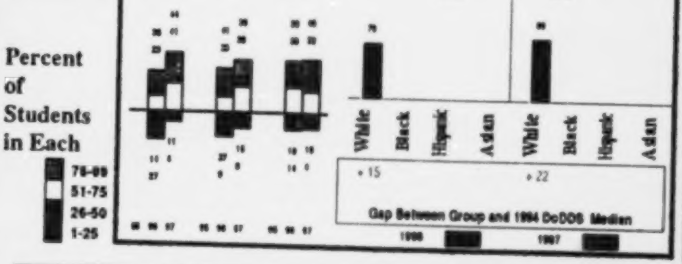
Grade 9

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.4	80	84.3	67.3	64.5
District	68.5	76.2	82.7	70.7	69.3
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	62	62	62	62	62



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	70	68.3	73	69	80.7
District	67.3	71.2	72	73	75
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	27	26	28	28	28



SAT Results		School	District	DoDDS	Nation
% Participating	96	21%	74%	62%	41%
	97	50%	61%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	483	536	505	511
Verbal Avg Score	96	NA	507	518	505
	97	476	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Osan HS
UNIT 2037
APO AP 96278-0005

DSN Phone: 784-9076/9098
Fax Number: 82-333-661-9121
Commercial Phone:
82-333-661-9076/9098

DoDEA Writing Assessment

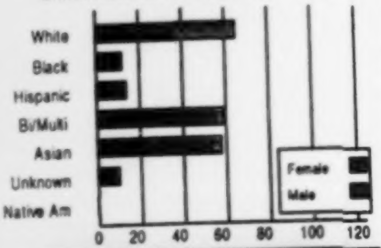
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	39	767.7	767.6	36%	15%	39%	8%	3%
8	96	55	769.7	770	15%	44%	33%	9%	0%
8	97	46	709.6	689	33%	59%	6%	2%	0%
10	96	37	809.5	798.9	41%	27%	27%	5%	0%
10	97	39	739.9	711.6	54%	36%	10%	0%	0%

Pusan, Korea

Department of Defense Education Activity
Pusan Elementary/High School (PK-12)
1996/97 School Profile
Suzanne E. O'Shea, Principal

School Characteristics

Student Enrollment - 218



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	6	3%
K-8	TAG	N/A	N/A
K-12	ESL	20	9%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		2	
Students Taking AP Courses		10	37%

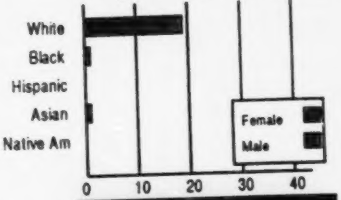
Grade	#
PreK	7
K	14
1	20
2	19
3	20
4	15
5	12
6	20
7	19
8	18
9	14
10	13
11	12
12	15
Total	218

Sponsor Affiliation	
Marine	1%
Army	25%
Navy	5%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	61%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	4
4-6	1
7-10	3
> 10	19

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	1
Classroom Teachers	23
Special Education	2
Other Professionals	3.5

Teacher Education	
Degree	% Teachers
BA/BS	33%
MA/MS	63%
Doctorate	4%

Principal's Highlights

Pusan American School's (PAS) mission is to create a challenging, diverse educational program in which all students become independent learners and transfer this learning to real life situations. This learning should enable students to develop the skills necessary to continue their education beyond high school and become successful contributing members of society.

PAS is located at the U.S. Army's Camp Hialeah in Korea's southern city of Pusan. It is a unit school of 225 students in grades Pre-K to 12. The student body is multi-national, composed of DoD military and civilian dependents along with an international group of students. Students are originally from the United States, Canada, United Kingdom, Sweden, Scotland, Denmark, Taiwan, Russia, Philippines, Finland, Malaysia, Japan, and Korea.

PAS is proud of the quality of instruction, use of technology in the classrooms, collaboration between school and community, and its School/Home Partnership Programs. PAS offers a comprehensive, challenging program.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies...

Active and cooperative learning strategies are employed to increase student achievement. Continued emphasis on the use of technology in the form of word processing programs to enhance the quality of writing, home reading programs, and appropriate curricular offerings support student learning.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

To ensure equity in the opportunity for active student participation and to reduce the achievement gaps in this area, PAS has implemented a classroom strategy which provides active engagement time for all students. This supplements other active learning and cooperative learning strategies.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

PAS is designing parent surveys to learn the most effective or least effective types of communication. Written information and parent newsletters are provided in both English and Korean. A faculty member serves as liaison to the installation community board to provide information about special events in the school and reports concerns of the community to the school.

Benchmark 10.8: Establish Technology for teachers and administrators.........

Technology centers have been established for K-12 students. A Lotus Notes host computer has been added to expand distance education. Elementary classrooms average four Apple II GS or MAC computers. A MAC lab provides the means to supplement instruction in reading, LA, social studies, and math developing independent learners and increasing achievement.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.2	3.78	3.70
Co-Supporters	3.7	3.60	3.31
Co-Learners	3.1	3.00	3.00
Co-Teachers	4.0	3.47	3.31
Co-Advisors	3.2	3.27	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

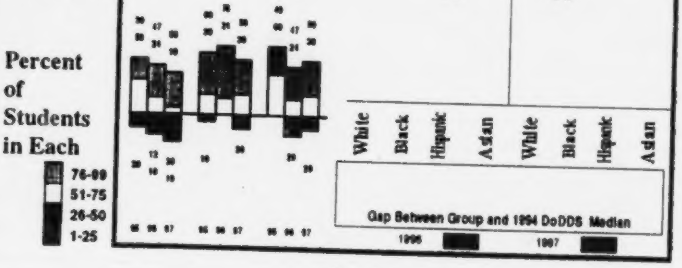
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

The established and expanded School/Home Partnership activities constitute the core of this area. Parent volunteer programs include: tutoring, helping in the classroom as a resource or co-teaching, and involvement in the home reading program. Evidence of greater attendance at special events also supports an increase of parental involvement at Pusan American School.

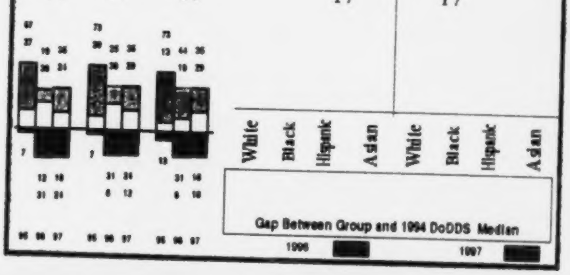
Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66	72.5	72.7	69	76.5
District	69.2	84	74.6	81.8	71.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	10	10	10	10	10



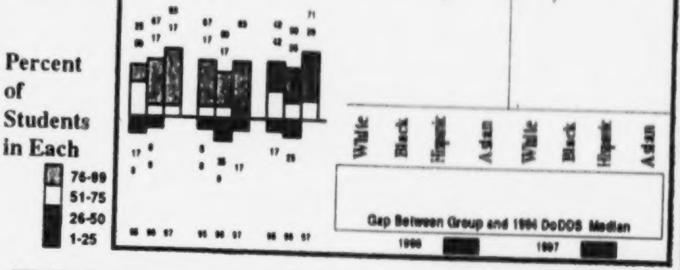
Grade 8

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	64	69	68	55	55
District	69.7	69.3	75.7	69.1	66.9
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	17	17	17	17	17



Grade 10

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School					
District	81.1	75.1	81.5	86.7	82.2
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	6	6	7	7	7



SAT Results		School	District	DoDDS	Nation
% Participating	96	100%	74%	62%	41%
	97	67%	61%	63%	41%
Math Avg Score	96	454	526	506	508
	97	515	536	505	511
Verbal Avg Score	96	420	507	518	505
	97	482	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

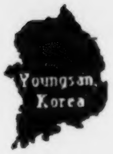
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Pusan ES/HS
UNIT 15625
APO AP 96259-0005

DSN Phone: 763-7528
Fax Number: 82-51-803-1729
Commercial Phone:
82-52-801-7528

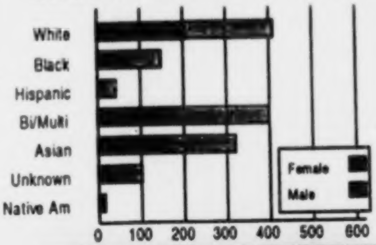
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	11	736.5	741.1	9%	64%	27%	0%	0%
5	96	17	801.5	741.9	65%	35%	0%	0%	0%
5	97	10	764.9	734.5	30%	70%	0%	0%	0%
8	95	13	827.5	767.6	54%	31%	8%	8%	0%
8	96	17	765.1	770	24%	24%	35%	18%	0%
8	97	17	656.5	689	41%	29%	6%	18%	6%
10	95	10	669.9	792.8	30%	40%	10%	0%	0%
10	96	12	842.5	798.9	58%	25%	17%	0%	0%
10	97	5	792.8	711.6	80%	20%	0%	0%	0%



Department of Defense Education Activity
Seoul Elementary School (PK-6)
1996/97 School Profile
John Blom, Principal

School Characteristics

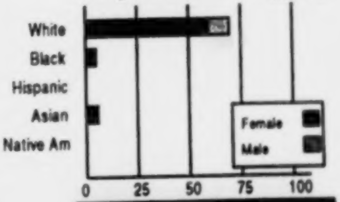
Student Enrollment - 1,393



Grade	#
PreK	30
K	156
1	208
2	205
3	202
4	182
5	207
6	203
Total	1393

Sponsor Affiliation	
Marine	2%
Army	58%
Navy	4%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	29%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	67	5%
K-8	TAG	188	14%
K-12	ESL	131	10%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	8
4-6	12
7-10	7
> 10	60

Mobility Rate
17% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	63
Special Education	8.5
Other Professionals	19

Teacher Education

Degree	% Teachers
BA/BS	35%
MA/MS	63%
Doctorate	2%

Principal's Highlights

Seoul American Elementary School (SAES) has a student population of more than 1400 students and a staff of 100 individuals.

SAES complements its curriculum by offering its culturally diverse student body a varied program of enrichment and after-school activities. As a "School of Success," its goal is to assist all students to have successful learning experiences.

The SAES's School Improvement Leadership Team (SILT) has worked collegially to address a plan to improve student achievement. Throughout the school year, adaptations were made and strategies thoughtfully developed for the various benchmarks. The dynamic process has exemplified a positive School/Home Partnership activity.

Growth is evident on all benchmarks. In particular, significant increases in correct responses by students in all grade levels was demonstrated in Daily Oral Language activities as noted by pre- and post-test assessments.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts and Soc. Studies

Based upon a survey and needs assessment, Daily Oral Language (DOL) activities were selected to be used in grades 1-6. All students were pre-tested, monitored quarterly, and given a post-test. Results indicate a significant increase in the number of students making correct responses. The school will continue DOL and work on written language for SY 97-98.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Implementation of T.E.S.A. for staff was piloted in SY 96-97 and will be expanded for SY 97-98. A Homework Club for children "at risk" will be continued for SY 97-98. Staff will work with all students to increase their ability to effectively apply communication and problem solving skills in math. Pre- and post-tests will be administered.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The school/PTO presented a series of curricular programs for parents in reading, math, science, fine arts, and TAG. The administrators held coffee socials for parents to discuss curriculum and to address concerns. "Good News" postcards were sent home regularly to share student success with parents. A video of the school is being developed for new family members.

Benchmark 10.8: Establish Technology for teachers and administrators

The school's technology committee assisted in forming three computer labs for student use. In addition, the committee and staff members developed checklists to assess computer competencies for students at each grade level. Pre- and post-tests to assess progress will be monitored for SY 97-98. A plan for training staff will be developed.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.1	3.78	3.70
Co-Supporters	3.7	3.60	3.31
Co-Learners	3.2	3.00	3.00
Co-Teachers	3.4	3.47	3.31
Co-Advisors	3.6	3.27	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

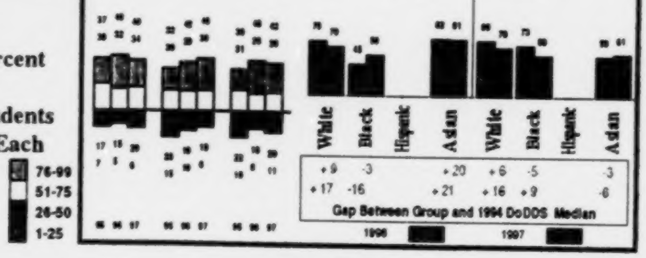
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Parent volunteers were involved in providing and/or presenting enrichment programs to our student body. A volunteer information packet was developed and inservices for volunteer training scheduled. The public relations committee established a "Parent Volunteer of the Month" program. A Volunteer Workroom is being planned for SY 97-98.

Grade 3

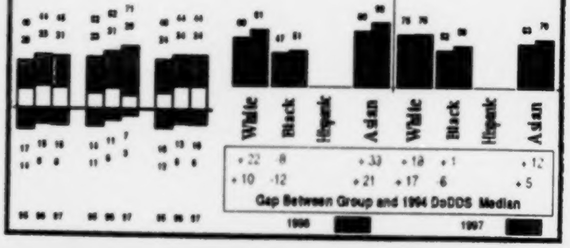
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69.4	71.4	68.5	71.5	66.3
District	70.1	69.8	67.5	70.4	65.5
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	201	201	200	202	200

Percent of Students in Each



Grade 5

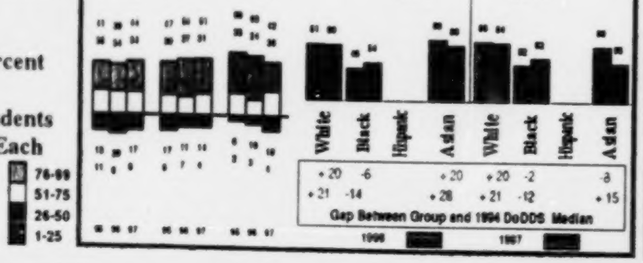
1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	69.3	85.2	71.3	82.9	70.9
District	69.2	84	74.6	81.8	71.7
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	210	211	208	211	209



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	72.2	76.2	71.4	70.9	72.7
District	68.9	72.3	68.6	69.8	70.4
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	199	199	198	198	198

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	74%	62%	41%
	97	NA	61%	63%	41%
Math Avg Score	96	NA	526	506	508
	97	NA	536	505	511
Verbal Avg Score	96	NA	507	518	505
	97	NA	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American ES
UNIT 15549
APO AP 96205-0005

DSN Phone: 736-4378
Fax Number: 82-2-7916-4606
Commercial Phone:
82-2-7916-4378/5978

DoDEA Writing Assessment

					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	193	752.1	741.1	20%	57%	13%	10%	1%
5	96	201	788.3	741.9	56%	39%	5%	1%	0%
5	97	210	761	734.5	41%	53%	4%	1%	1%

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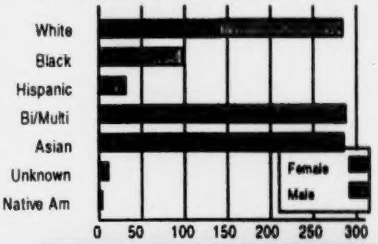
Yongsan, Korea

Department of Defense Education Activity
Seoul High School (7-12)
1996/97 School Profile
Paul Finkbeiner, Principal

School Characteristics

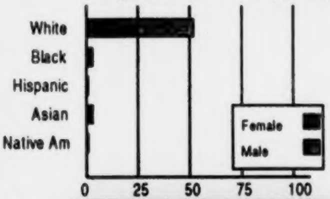
Student Enrollment - 1,002



Grade	#
7	192
8	199
9	184
10	173
11	148
12	106
Total	1002

Sponsor Affiliation	
Marine	1%
Army	47%
Navy	2%
Air Force	4%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	45%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	31	3%
K-8	TAG	N/A	N/A
K-12	ESL	39	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	18	
AP Courses Offered		8	
Students Taking AP Courses		97	38%

Teacher Experience

Years	Teachers
New	18
1-3	5
4-6	5
7-10	10
> 10	31

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	60.5
Special Education	4.5
Other Professionals	6.5

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	51%
Doctorate	5%

Principal's Highlights

Seoul American High School students' achievement reflect their high self-motivation. Nearly 80% of SAHS's seniors go on to four year universities. Last year's senior class received almost $1,500,000 in scholarships. This year, out of a class of 108 seniors, 29 ROTC three and four year scholarships were awarded. In addition, SAHS's CTBS/SAT scores were above national and DoDDS scores, confirming the fact that our school is an excellent school. The Fine Arts Dept. is a front-runner in music, drama and art.

The major highlight for this year's SIP was the serious manner in which both teachers and parents embraced the process. It is gratifying to see more teachers include active student participation. Students and parents report that learning is a more positive experience and teachers report that they are more effective.

Parents are becoming more involved with the school because SAHS put the School/Home Partnership and the Student Recognition Program as a priority.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies...

Plans have centered on training high school teachers to employ teaching strategies which result in active participation on the part of the student in the learning process. Teachers received training in AVID, Middle School Concept, and School/Home partnership this year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

Key personnel on the SAHS staff have received training in active/cooperative learning structures this year, followed by inservices for the faculty. The math department has been incorporating the use of cooperative learning structures in instruction and plans to formulate a schedule and relevant assessment instruments for SY 97/98.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

SAHS attempted to put together a local TV spot for the community, written, directed, and produced by students. Continuance of this endeavor will be under consideration for SY 97/98. In addition, SAHS is exploring the use of its Internet Home Page for communication links. Expansion of a school newsletter is planned for SY 97/98.

Benchmark 10.8: Establish Technology for teachers and administrators.........

SAHS has worked toward each classroom having at least one LAN connected work station for student and teacher use. The Information Center (Media Center) now has Internet access. The Technology Program at SAHS will accelerate as manpower and training increases.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.78	3.70
Co-Supporters	2.4	3.60	3.31
Co-Learners	2.1	3.00	3.00
Co-Teachers	2.2	3.47	3.31
Co-Advisors	2.4	3.27	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

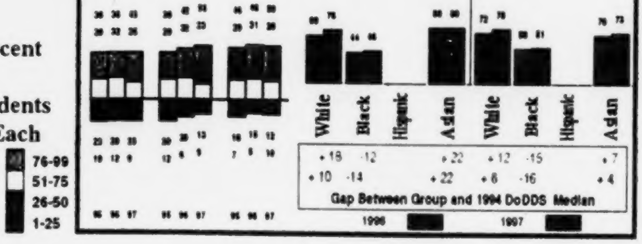
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

Two areas of focus for the School/Home Partnership Program have been the Activity Club and Note Program. The Activity Club increased its number of active parents three fold and sponsored more school related activities. 27 students "at risk" academically, were on the note program and they showed academic improvement.

Grade 7

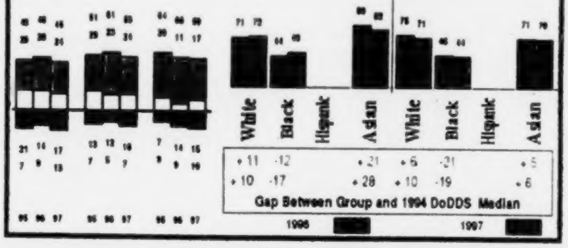
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	69.7	77.6	75.6	70.6	73.7
District	68.1	75.4	74.9	62.9	73.4
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	179	179	178	179	179

Percent of Students in Each



Grade 9

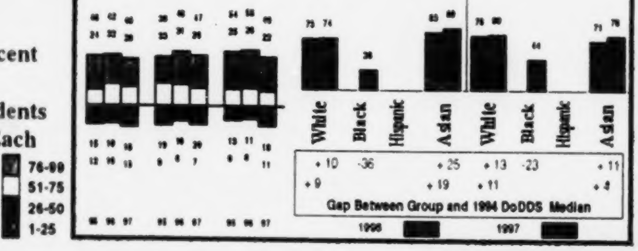
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	69.8	78	82.6	71.9	68.7
District	68.5	76.2	82.7	70.7	69.3
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	166	165	164	165	164



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: School	69.2	71.9	74	73.3	74.8
District	67.3	71.2	72	73	75
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	141	139	141	139	141

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	74%	74%	62%	41%
	97	59%	61%	63%	41%
Math Avg Score	96	534	526	506	508
	97	555	536	505	511
Verbal Avg Score	96	513	507	518	505
	97	527	517	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Seoul American HS
UNIT 15549
APO AP 96205-0005

DSN Phone: 738-4547/5994
Fax Number: 82-2-7918-8822
Commercial Phone:
82-2-7918-4547

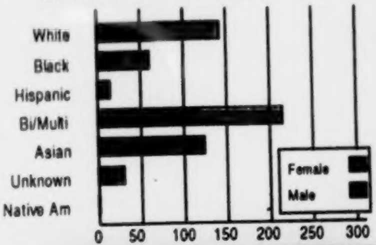
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	158	810.4	767.6	52%	22%	22%	3%	1%
8	96	166	784.4	770	22%	51%	23%	2%	1%
8	97	173	680.6	689	25%	56%	13%	2%	4%
10	95	141	822.6	792.8	33%	44%	18%	5%	0%
10	96	137	791.3	798.9	26%	45%	20%	8%	1%
10	97	142	715.3	711.6	39%	42%	16%	4%	0%

Taegu,
Korea

Department of Defense Education Activity
Taegu Elementary/High School (PK-12)
1996/97 School Profile
Erik Swanson, Principal

School Characteristics

Student Enrollment - 589



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	18	3%
K-8	TAG	60	14%
K-12	ESL	40	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	5	
AP Courses Offered		6	
Students Taking AP Courses		19	43%

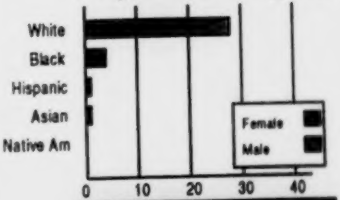
Grade	#
PreK	13
K	60
1	51
2	41
3	49
4	48
5	39
6	61
7	39
8	51
9	50
10	43
11	19
12	25
Total	589

Sponsor Affiliation	
Marine	<.5%
Army	51%
Navy	<.5%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	48%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	8
4-6	2
7-10	8
> 10	27

Mobility Rate
30% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	6.5

Teacher Education	
Degree	% Teachers
BA/BS	38%
MA/MS	58%
Doctorate	4%

Principal's Highlights

Taegu American School enrolls students from Sure Start through grade 12. Over the past several years we have made many changes to meet the needs of our students. Middle school teaching concepts in conjunction with selecting faculty experienced and dedicated to mid level education continues to improve academic and social success for our seventh and eighth grade students.

We continue to aggressively expand educational technology for teachers and students alike throughout the facility. The library/media/technology center is the hub of learning in our school. Current technology is being utilized in all classrooms in a network environment allowing media and Internet access to all.

School Home Partnership is a key program throughout the year. Military leaders, parents, teachers and students work in concert to plan all programs and policies that touch our students and community. Our centrally managed volunteer program and Korean mothers' group keep parents in our school hundreds of hours each week.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies...

The SILT made a commitment to provide writing opportunities in all subject areas. Math, science, and social studies teachers have developed lesson plans to incorporate Writing Across the Curriculum in their disciplines. The underlying principle for this initiative is that language fluency applied in all disciplines leads to higher level achievement and understanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps

By integrating Writing Across the Curriculum, emphasis has been given to science and math. Communication and comprehension skills in math and science are being addressed in the next phase of the SIP using curriculum standards and developmentally appropriate competencies as criteria.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

The school publishes information for the community in a variety of print and electronic media. School administration, classes, and the School Home Partnership team utilize all available media on a bi-weekly basis to reach the entire community. Isolated communities get special attention to build their involvement in the school.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The integration of technology as a viable instructional tool continues to be a high priority. Network access throughout the school has been completed along with direct Internet access for students, parents and faculty. Staff development in application of technology continues as a high priority in the school.

SECTION N

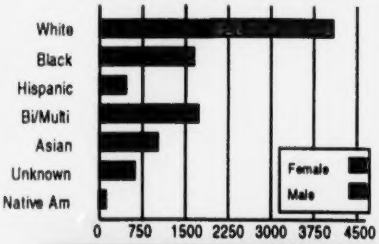
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

OKINAWA DISTRICT
1996-1997

Department of Defense Education Activity
Okinawa District
1996/97 Profile
Steve Bloom, Superintendent

District Characteristics

Student Enrollment - 9,698



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	666	7%
K-8	TAG	927	12%
K-12	ESL	360	4%
1	Reading Recovery	208	19%
7-12	AVID	48	
Students Taking AP Courses		206	32%

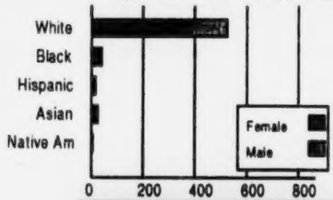
Grade	#
PreK	180
K	994
1	1072
2	1021
3	977
4	917
5	768
6	742
7	705
8	644
9	587
10	454
11	350
12	287
Total	9698

Sponsor Affiliation	
Marine	38%
Army	4%
Navy	9%
Air Force	40%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	18
1-3	36
4-6	60
7-10	61
> 10	465

Mobility Rate
29% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	31
Classroom Teachers	498
Special Education	56.5
Other Professionals	121.5

Teacher Education	
Degree	% Teachers
BA/BS	33 %
MA/MS	64 %
Doctorate	3 %

Superintendent's Highlights

The District of Okinawa is a large and geographically concentrated school district composed of 8 elementary, 2 middle and 2 high schools.

Four priorities were established at the beginning of the year: 1) Institute culturally responsive teaching in order to enhance outcomes for all students; 2) Build capacity in school and district staff to effect long-term growth and improvement; 3) Enhance the implementation of the math curriculum; 4) Maximize school home partnerships throughout the district.

The primary purposes of a district office are to ensure successful delivery of the curriculum to all students, to establish a climate of continuous growth and improvement and to provide information, guidance and high quality staff development to all schools in our district. The district continues its efforts to establish a cohesive team of curriculum and instruction staff that can blend curriculum expertise, knowledge of change processes, and knowledge and skills about staff development and school improvement in order to provide quality support services. Plans have been made to establish a District Improvement Leadership Council for next year. In addition, comprehensive training in school improvement will be provided.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading/Lang. Arts. and Soc. Studies.....

The district provided staff development in process writing and social studies standards to support school improvement initiatives. Training was provided in the new reading/language arts curriculum materials and leadership teams for the curriculum implentation were established at each school. The leadership teams are planning and providing staff development at each school.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

The district provided grade level training that focused on math content and instructional practices in teaching a standards based mathematics program. New teachers were provided with an orientation to the math curriculum. The district and 7 schools established Cultural Diversity Support Teams to support staff development in Culturally Responsive Teaching methods.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Two retreats were held for district educational staff which included training in school improvement assessment practices, as well as the integration of school improvement, curriculum, and staff development initiatives. The curriculum and instruction personnel moved into new offices which helped to facilitate communication, co-planning and integration of initiatives.

Benchmark 10.8: Establish Technology for teachers and administrators............

Funding is established for accelerating the LAN installation to include all schools by June 1997. All schools now have Internet access. Staff development has been offered or planned for all schools to ensure effective utilization of computer labs and LAN applications. Plans have been made for a district training facility to include LAN work stations and multimedia equipment.

Average Ratings of SHIP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	**3.92**	**3.70**
Co-Supporters	**3.60**	**3.31**
Co-Learners	**3.36**	**3.00**
Co-Teachers	**3.60**	**3.31**
Co-Advisors	**3.29**	**3.17**
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

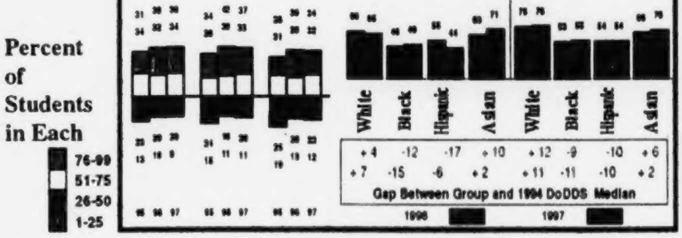
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A Cultural Diversity Leadership Team has been established with involvement from community, schools and parents. A District Parent Center has been established. District school home partnership district trainers offered three workshops to provide 12 school teams with training on the School Home Partnership framework, materials, best practices, and evaluation.

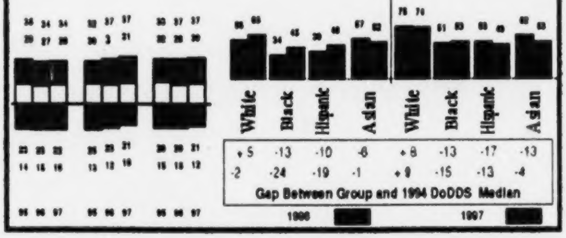
Grade 3

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	897	897	898	900	898



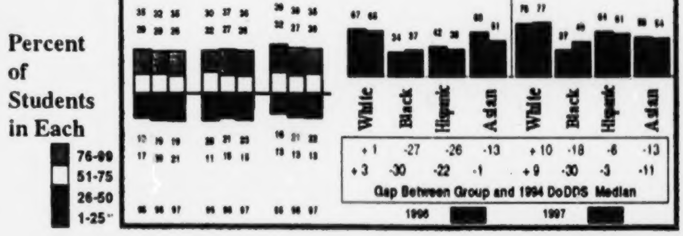
Grade 7

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	62.1	65.1	65.7	55	67.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	654	654	650	654	652



Grade 11

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
1997 Median Percentiles for: District	62.8	61.3	63.5	58.9	69.9
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	294	294	297	295	296



SAT Results		District	DoDDS	Nation
% Participating	96	47%	62%	41%
	97	49%	63%	41%
Math Avg Score	96	497	506	508
	97	502	505	511
Verbal Avg Score	96	513	518	505
	97	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

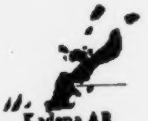
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools, Pacific
Attn: Steve Bloom
Unit 5166
APO AP 96368-5166

DSN Phone: 634-1204
Fax Number: 81-611-734-1399
Commercial Phone:
81-611-734-1204

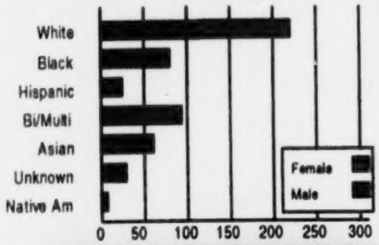
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	798	741.3	741.1	20%	56%	15%	7%	2%
5	96	768	751.5	741.9	37%	50%	10%	2%	1%
5	97	692	724.7	734.5	28%	56%	9%	5%	2%
8	95	561	759.5	767.6	32%	18%	35%	14%	2%
8	96	616	764.0	770	22%	40%	31%	6%	2%
8	97	591	677.6	689	29%	43%	18%	8%	3%
10	95	386	783.0	792.8	25%	40%	22%	10%	3%
10	96	381	804.4	798.9	32%	45%	18%	5%	1%
10	97	360	705.4	711.6	46%	37%	12%	2%	3%


Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Amelia Earhart Intermediate School (4-6)
1996/97 School Profile
Stanley Hays, Principal

School Characteristics

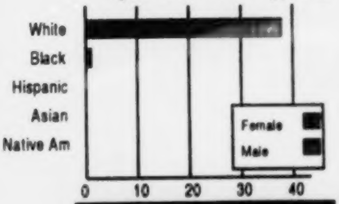
Student Enrollment - 516



Grade	#
4	193
5	163
6	160
Total	516

Sponsor Affiliation	
Marine	10%
Army	4%
Navy	6%
Air Force	70%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	39	8%
K-8	TAG	96	19%
K-12	ESL	10	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	3
4-6	4
7-10	1
> 10	29

Mobility Rate
42% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	28
Special Education	5
Other Professionals	10.5

Teacher Education

Degree	% Teachers
BA/BS	49%
MA/MS	49%
Doctorate	2%

Principal's Highlights

Amelia Earhart is an intermediate school whose vision is deeply rooted in the philosophy that "all students can learn and become self directed learners". Our curriculum is designed to fully reflect new national curriculum standards.

AEIS acknowledges high achievement through a variety of recognition programs designed to develop life-long habits of perseverance and determined effort. In addition, our performing arts program showcases the musical talent of every youngster in our school.

Our new Parent Center is a hub of activity where parents meet, work, and learn together. Parent workshops, F.A.S.T., student mentoring, interactive homework activities, math nights for parents, SIP involvement and cultural activities are all a by-product of a strong school - home partnership. The NCA Accreditation Visit commended the two way communication and mutual trust that are at the center of the relationship between parents and the school.

Amelia Earhart was named a National Blue Ribbon School of Excellence with Special Honors for Professional Development by the U.S. Dept. of Education.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies

Baseline data (Oct 96), obtained through locally designed writing assessments using DoDEA scoring rubrics, were compared to May 97 data. The percentage of students meeting school standards for proficient writing tripled in Grade 4 and more than doubled in Grades 5-6.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

AEIS teachers moved from the skill/concept development level to the application level of professional development in 9 of 11 mathematics content areas. AEIS implemented two Mathematics Mentoring programs, a monthly Interactive Mathematics Homework program, and a series of Math Family Nights.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

A School/Home/Community Partnership committee documented and evaluated current communication efforts and designed effective forms of school-to-home and home-to-school communications about school programs and children's progress.

Benchmark 10.8: Establish Technology for teachers and administrators

The average Grade 4 student achieved a 116% increase in keyboarding speed (7.53 16.28 wpm). Grade 5 students increased 91% (11.84 - 22.56 wpm). Grade 6 students increased 34% (16.38 - 21.95 wpm). A locally designed, two week word processing curriculum was completed by all students.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.0	3.92	3.70
Co-Supporters	3.6	3.60	3.31
Co-Learners	4.0	3.36	3.00
Co-Teachers	3.7	3.60	3.31
Co-Advisors	3.7	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

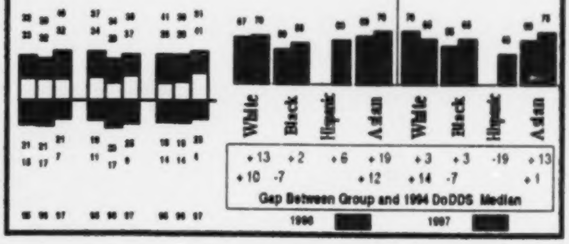
The AEIS Parent Center opened in September 96. Board members include 5 parents, 2 teachers, and the principal. The Board established a mission statement, a goal statment, and a set of objectives. The Parent Center hosted many mini-sessions related to parenting and curriculum. The Benchmark 8.1 committee implemented mathematics home/school partnership activities.

Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	66.4	61.3	67.2	64.2	65.5
District	68.8	63.2	66.7	64.4	63.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	183	183	181	183	180

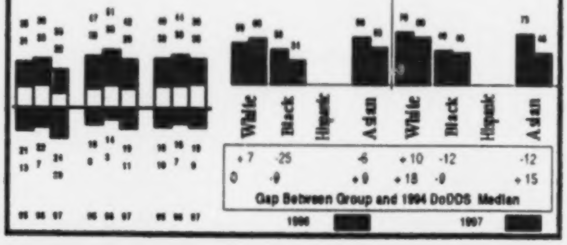
Percent of Students in Each

- 76-99
- 51-75
- 26-50
- 1-25



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	59	70.1	66.8	60	59
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	165	166	161	166	160

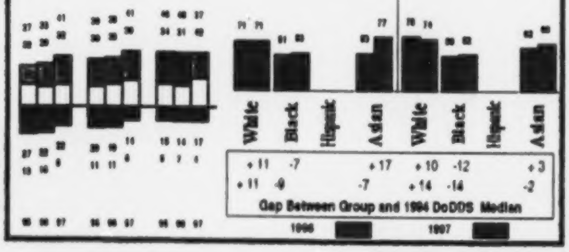


Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Benchmark 3.1 Lang	Benchmark 3.1 Soc Stdy	Benchmark 4.2 Math	Benchmark 4.2 Science
School	68.6	70.4	69.1	70.1	69.9
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	167	167	161	167	163

Percent of Students in Each

- 76-99
- 51-75
- 26-50
- 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Earhart Intermediate School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1329/1380
Fax Number: 81-611-734-7207
Commercial Phone:
81-611-734-1329

DoDEA Writing Assessment

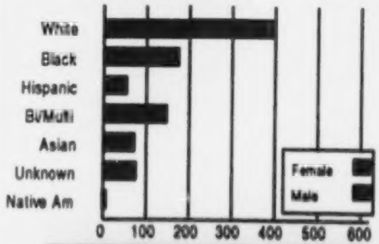
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	189	763	741.1	28%	53%	15%	4%	1%
5	96	173	761.5	741.9	47%	43%	8%	1%	1%
5	97	156	740.9	734.5	30%	58%	10%	3%	0%

Camp McTureous,
Okinawa (Japan)

Department of Defense Education Activity
Bechtel Elementary School (PK-6)
1996/97 School Profile
Terry Rhicard, Principal

School Characteristics

Student Enrollment - 926



Grade	#
PreK	40
K	136
1	141
2	155
3	143
4	114
5	83
6	114
Total	926

Sponsor Affiliation	
Marine	85%
Army	<.5%
Navy	10%
Air Force	3%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	2%
Non-US Civilians	<.5%

Special Programs

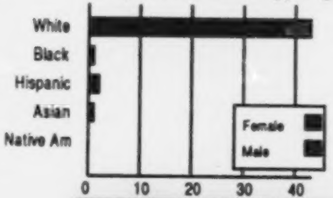
Grade Offered	Program	#	
PK-12	Special Education	81	9%
K-8	TAG	75	8%
K-12	ESL	22	2%
1	Reading Recovery	36	26%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	4
1-3	6
4-6	10
7-10	5
> 10	33

Mobility Rate
86% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	41.5
Special Education	5.5
Other Professionals	13

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	57%
Doctorate	0%

Principal's Highlights

Bechtel ES is a pre K-6 school with nearly 900 students enrolled. The highly professional staff offers a wide range of programs tailored to fit the needs of each individual student. All staff members are empowered & intensely involved in the SIP through their participation in Benchmark Committees in support of the Strategic Plan. Through a re-alignment of the school hours; staff collaboration, staff development & strategic planning time is maximized using banked time.

A new mission statement was developed this fall. Recent accomplishments supporting the mission statement include the adoption of the character education-Positive Action Program, a science & math enrichment lab program, & a fully functioning parent center. A student business club, school store, student leadership training, peer mediation & student council overnight activities are just a few of the recent benchmark activities.

In addition, a computer lab featuring keyboarding & the Internet as well as a computer graphics extracurricular club, round out the technology accomplishments. A very active equity/diversity team focuses on both student & adult activities.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.....
Teachers will develop and utilize a schoolwide writing process. This will provide consistency and structure to writing activities. These activities will be varied to expose students to diverse forms of written expression. The teachers will also develop and utilize rubrics to help students understand expectations of writing projects and to self assess their own writing efforts.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Full implementation of the NSES Science Standards will be used in all classes, grades K-6. Staff development sessions for science standards & hands on science will be addressed by the district Science Cord. The Scientific Process will be used in grades K-6. A Science Lab had been established & equipment and materials has been inventoried & centrally located for teacher use.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.....
The organizational infrastructure has been realigned to insure that clear communication channels exist in a bottom up effort. As a result, excellent progress has been made in the areas of diversity & school-home partnership as well as Math Mentors & Science on the Road. The benchmark committees are empowered through staff representation & vertical/horizontal communication.

Benchmark 10.8: Establish Technology for teachers and administrators..........
The computer lab and many classrooms are receiving Netscape, Internet software. In addition, staff and students have received training on how to access web sites. Our Web page is currently being redesigned. We continue to move closer to having a closed circuit TV station.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.3	3.92	3.70
Co-Supporters	3.3	3.60	3.31
Co-Learners	2.7	3.36	3.00
Co-Teachers	3.1	3.60	3.31
Co-Advisors	2.7	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

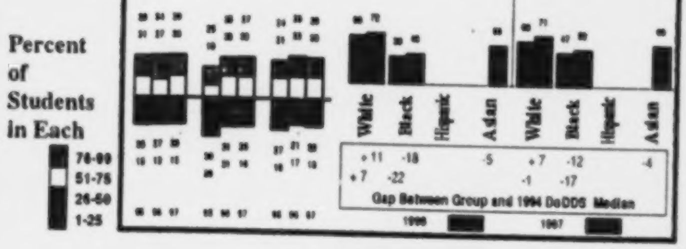
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

A Parent Center was opened for parents to work and attend informal meetings on parenting skills. Grade level activities to share curriculum are being provided. The "Home Page" on the Internet is being updated to share information. Increase visibility of the school is being done through community displays.

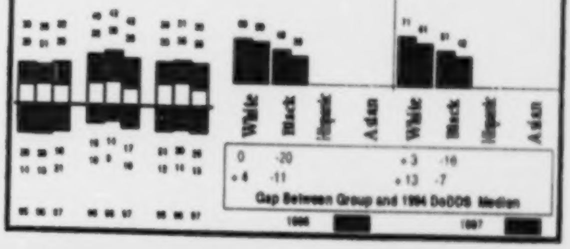
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	58.5	58.8	58.5	53.7	59.2
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	126	125	126	126	126



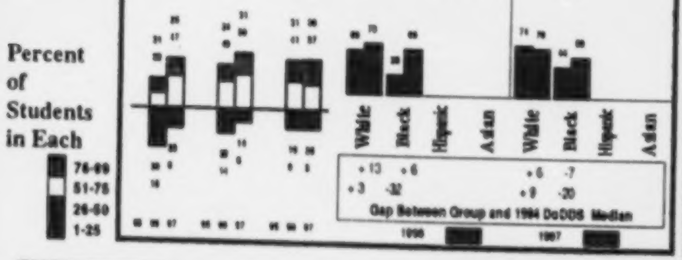
Grade 5

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	59.4	64.5	62.3	52.5	52.7
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	76	77	77	77	77



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	60	65.5	67.5	70.3	67.1
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	101	101	101	101	101



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bechtel ES
UNIT 35038
FPO AP 96373-5038

DSN Phone: 622-7504/7423
Fax Number: 81-972-3846
Commercial Phone:
81-6117-22-7504/7423

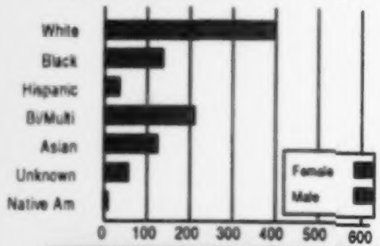
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	104	740.2	741.1	12%	67%	14%	7%	0%
5	96	117	733.5	741.9	29%	55%	13%	2%	1%
5	97	80	714.1	734.5	21%	60%	11%	6%	1%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Bob Hope Primary School (PK-3)
1996/97 School Profile
Shawne Cryderman, Principal

School Characteristics

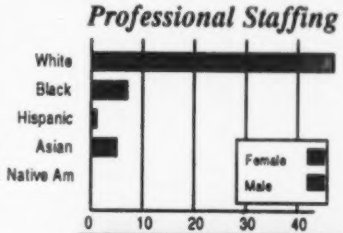
Student Enrollment - 969



Grade	#
PreK	22
K	254
1	250
2	236
3	207
Total	969

Sponsor Affiliation	
Marine	7%
Army	8%
Navy	7%
Air Force	72%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	94	10%
K-8	TAG	79	8%
K-12	ESL	75	8%
1	Reading Recovery	48	19%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	1
1-3	5
4-6	9
7-10	7
> 10	37

Mobility Rate
54% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	43
Special Education	8
Other Professionals	14

Teacher Education

Degree	% Teachers
BA/BS	34%
MA/MS	61%
Doctorate	5%

Principal's Highlights

During 1996-97, Bob Hope Primary School made excellent progress in implementing our strategies. A highly effective School Improvement Team has expertly coordinated schoolwide efforts to increase student achievement.

Through the use of rubrics, we have increased students' awareness of behavioral and learning expectations. Pre and post data from 3.1 and 4.2 assessments clearly indicate positive results in student gains.

Student and parent surveys have assisted us in determining successes and needs. Guidance from consultants Dr. James Popham and Spence Rogers has assisted us in refining our rubrics, designing pre and post assessments, and interpreting results of our strategies.

All teachers have been trained in culturally responsive teaching practices, integrating these with rubrics in making expectations clear for all learners. We have continued our efforts to establish strong school-home partnerships through increased communication and volunteer programs.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

Consultant training was provided to increase teachers' skills in the use of rubrics. The original rubric was revised. Prompts were designed for pre/post assessments which were conducted in the fall and spring. Plans were made for incorporating the rubrics in the new reading adoption.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Consultant training was provided to increase teachers' skills in the use of rubrics. The original rubric was revised. Prompts were designed for pre/post assessments which were conducted in the fall and spring. All teachers were trained in culturally responsive teaching practices.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

An affective survey of all third grade students provided planning information on students' reactions to the use of rubrics. A parent information bulletin was completed for inclusion in new student registration packets. A SIP timeline was developed and posted for school/community awareness. Plans were made for developing next year's timeline.

Benchmark 10.8: Establish Technology for teachers and administrators.

A computer lab was established and a schoolwide usage schedule was developed. All rubrics were installed on the DOS system for teacher access. Plans were made to include a rubric for the new reading series for next year.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.8	3.92	3.70
Co-Supporters	3.3	3.60	3.31
Co-Learners	3.0	3.36	3.00
Co-Teachers	3.4	3.60	3.31
Co-Advisors	2.9	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

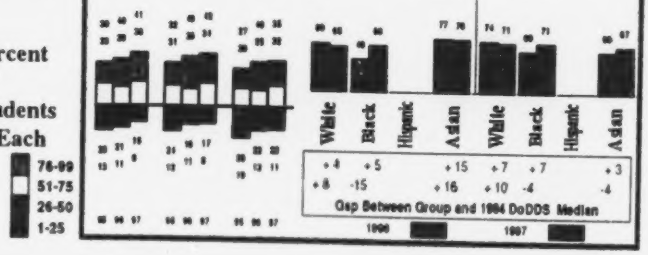
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

After establishing a school-home partnership committee, the 5-tier framework was adopted. Parents were included in SIP planning, invited to training sessions, and provided information through articles. Plans to improve our Parent Center were developed. The military Adopt-a-School program was implemented, and all volunteers were recognized.

Grade 3

1997 Median Percentiles for:	**Benchmark 3.1**			**Benchmark 4.2**	
	Read	Lang	Soc Stdy	Math	Science
School	70	68.1	66.5	62	69.4
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	195	195	195	195	195

Percent of Students in Each



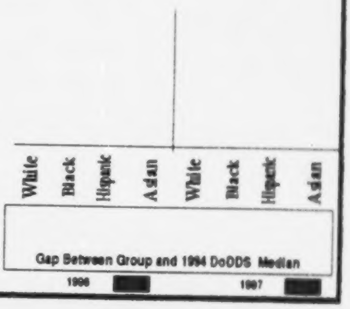
Benchmark 3.1

Read Lang Soc Stdy

Benchmark 4.2

Math Science

NOT APPLICABLE



1997 Median Percentiles for: School
District
DoDDS
Nation
# Students

Benchmark 3.1

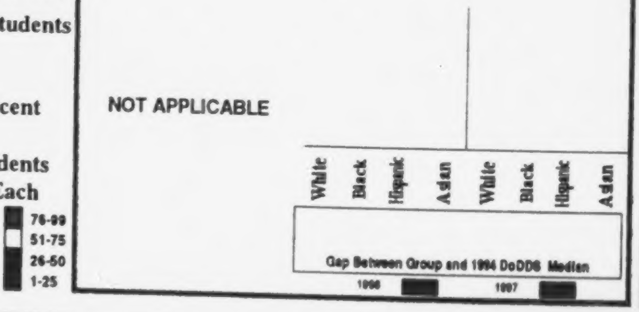
Read Lang Soc Stdy

Benchmark 4.2

Math Science

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

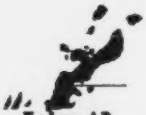
SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Bob Hope Primary School
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0093/0094
Fax Number: 81-934-6806
Commercial Phone:
81-6117-34-0093/0094

DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable	
			School	System						

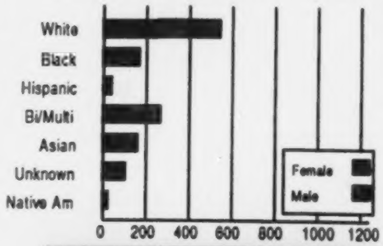


Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Kadena Elementary School (PK-6)
1996/97 School Profile
Terry Giles, Principal

School Characteristics

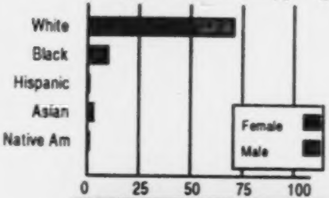
Student Enrollment - 1,305



Grade	#
PreK	36
K	190
1	188
2	201
3	180
4	189
5	180
6	141
Total	1305

Sponsor Affiliation	
Marine	8%
Army	5%
Navy	5%
Air Force	76%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	129	10%
K-8	TAG	83	7%
K-12	ESL	51	4%
1	Reading Recovery	43	23%
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	3
4-6	6
7-10	8
> 10	73

Mobility Rate
25% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	8.5
Other Professionals	19

Teacher Education

Degree	% Teachers
BA/BS	30%
MA/MS	66%
Doctorate	3%

Principal's Highlights

Parent and community involvement have been the highlight for the year. Since the September opening of the Parent Involvement Center, the PIC has been the focal point of parent support and participation in all facets of daily life at Kadena Elementary.

Another area of strength focuses on our commitment to diversity and equity. Monthly multicultural days have brought countless volunteers into the school to share their diverse ethnic backgrounds.

The culminating cultural event of the year was the Japanese Cherry Blossom Festival in which over 500 host nation guests, children and adults, shared various aspects of Okinawan culture.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

By instituting best practices, teachers provide students with multiple exposures to unfamiliar vocabulary across the curriculum. Staff development articulated effective teaching strategies for vocabulary development. Progress in this area will be assessed with the completion of post testing.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Students in grades 1-6 used Daily Tunes-Ups II, an additional component of MathLand, for computation practice. Pre and post testing indicate that gaps continue to exist within our female and black populations. We will develop a more accurate assessment tool to assess needs and develop strategies to enhance student outcomes.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication is provided in several newsletters which are sent home on a regular basis: PTA, Counselor, school, and teacher. Orientations and training are provided for Early Literacy, Kindergarten, MathLand, new parents, and volunteers.

Benchmark 10.8: Establish Technology for teachers and administrators

The school-wide LAN has been installed and we are awaiting the arrival of the distribution system. The Macintosh Lab has been in constant use throughout the year. An Apple IIGS Lab was established in April 1997. A full day technology inservice was held in November 1996 for staff and parents. Many educators have taken advantage of computer course offerings during the year.

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Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	4.3	3.92	3.70
Co-Supporters	4.7	3.60	3.31
Co-Learners	4.3	3.36	3.00
Co-Teachers	4.5	3.60	3.31
Co-Advisors	3.8	3.29	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

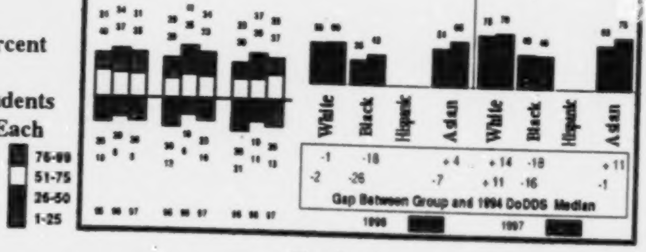
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A Parent Involvement Center (PIC) has been added to our campus. The center was used by parents, teachers, and students. Activities sponsored by the PIC and PTA were: MathLand Night, school store, multicultural activities, and tutoring services. The PIC offered college courses in Early Childhood Ed. to parents. We received Air Force recognition for over 100,000 volunteer hours.

Grade 3

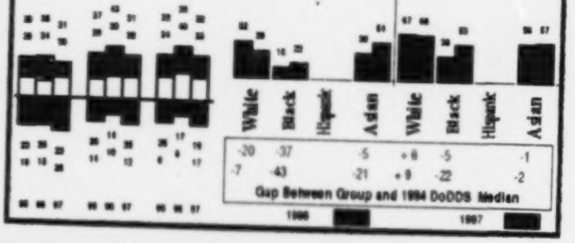
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	63	65.6	58.6	55.3	67.8
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	165	166	166	168	166

Percent of Students in Each



Grade 5

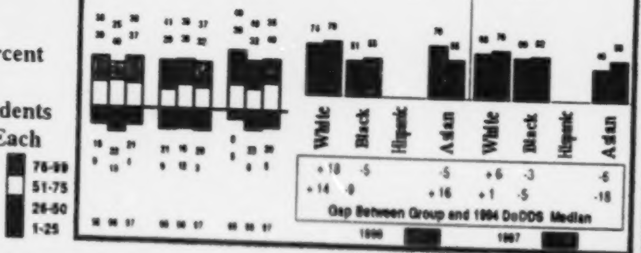
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	51	62	62.3	40.3	62.1
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	155	154	151	155	151



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.8	66.7	68.6	68.2	63.8
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	129	129	129	129	129

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1550/3441
Fax Number: 81-98-934-6816
Commercial Phone:
81-6117-34-3441/1550

DoDEA Writing Assessment

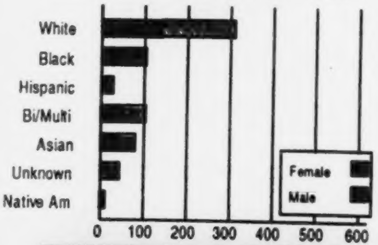
Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	127	682.9	741.1	9%	50%	21%	14%	2%
5	96	139	749.3	741.9	33%	56%	6%	4%	0%
5	97	141	700.1	734.5	19%	60%	11%	8%	3%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Kadena Middle School (7-8)
1996/97 School Profile
Timothy Kilkenny, Principal

School Characteristics

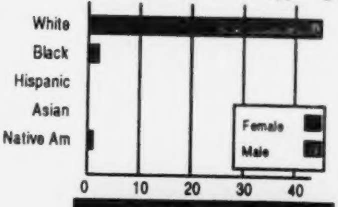
Student Enrollment - 682



Grade	#
7	363
8	319
Total	682

Sponsor Affiliation	
Marine	11%
Army	5%
Navy	5%
Air Force	67%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	46	7%
K-8	TAG	200	29%
K-12	ESL	17	2%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	3
7-10	3
> 10	44

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	40
Special Education	4.5
Other Professionals	5

Teacher Education

Degree	% Teachers
BA/BS	23%
MA/MS	73%
Doctorate	4%

Principal's Highlights

Key scheduling and structural elements, brought about in the SY94-95 School Improvement Plan, are still in place and will continue through SY97-98. They include the rotating schedule and the House structure.

The schools efforts in the area of summarization appear to be having a positive impact on student achievement as does the use of the 'Success Planner'. The school's mentoring programs are fully developed at this time and will continue to be used as a means to reach both high achieving and at-risk students.

The after school 'Success Hour' has been well received by students in need of additional tutoring. The school will attempt to broaden the programs base next year to attract more students.

Positive things are happening in the area of House thematic units and we will continue to emphasize the importance of this instructional approach.

We will continue to support the PTSA and work toward increased membership and greater activity on the part of this organization.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts, and Soc. Studies

Continued emphasis on maintaining a student 'Success Planner', and an instructional focus on summarization skills, are having a positive impact on student achievement. This is substantiated by normative test results (CTBS), teacher observations, student Honor Roll numbers, and survey results from parents, teachers, and students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

As in Benchmark 3.1, emphasis on the student 'Success Planner' and on summary techniques are having a positive impact on overall success. In addition, the school has a fully implemented Mentor program matching teachers and students, and a Career Mentor program based around the community, and involvement in the Minorities in Science program.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

School publications such as the monthly Newsline, special bulletins, mid-quarter progress reports, and monthly House bulletins will continue. The school will continue to explore ways to involve parents in the decision making process. Newly elected School Advisory Committee members and PTSA board members will bring new ideas to the school.

Benchmark 10.8: Establish Technology for teachers and administrators.

Use of the Internet will continue as a means to connect teachers to instructional unit information and outside resources. Training will continue as needed. Efforts are in place to upgrade both computer labs. Classroom teachers are fully trained in the use of Inter-grade and all teachers are connected to cc:Mail.

Average Ratings of SIIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.6	3.92	3.70
Co-Supporters	3.8	3.60	3.31
Co-Learners	3.4	3.36	3.00
Co-Teachers	3.0	3.60	3.31
Co-Advisors	3.0	3.29	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

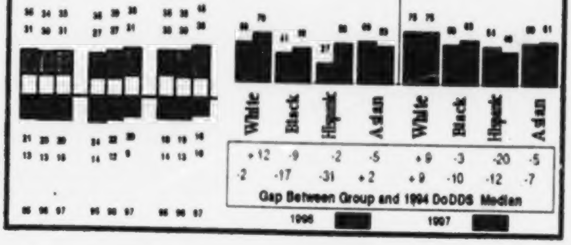
The primary focus for SY1997-98 will be the continued support for our newly formed PTSA. Efforts will be directed toward increased membership and clearly defining student program support. The school will continue to encourage parental participation through the School-Home partnership program as well as local initiatives.

Grade 7

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	62.7	68.5	71	62.8	69.6
District	62.1	65.1	65.7	55	67.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	342	342	338	342	340

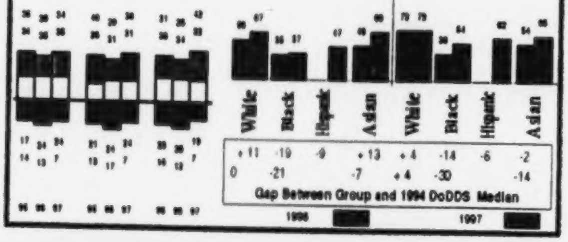
Percent of Students in Each

76-99
51-75
26-50
1-25



Grade 8

	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School	65.9	66.9	70.1	61.8	68
District	62.2	66.6	65.7	55	66.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	298	298	299	299	299

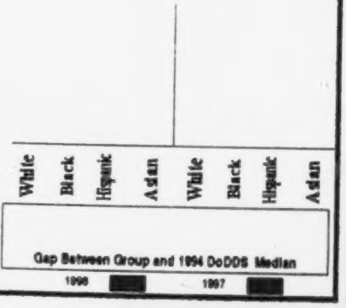


	Benchmark 3.1			Benchmark 4.2	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

76-99
51-75
26-50
1-25

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena MS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-0217
Fax Number: 81-98-939-8328
Commercial Phone:
81-98-734-0217

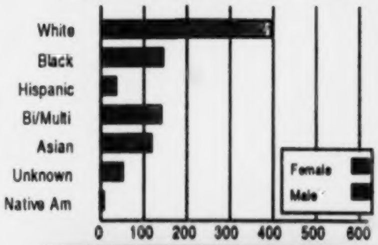
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
8	95	276	760.6	767.6	36%	18%	31%	13%	2%
8	96	305	755.6	770	20%	38%	34%	5%	1%
8	97	296	682	689	31%	43%	17%	6%	3%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Kadena High School (9-12)
1996/97 School Profile
Deborah Berry, Principal

School Characteristics

Student Enrollment - 890



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	55	6%
K-8	TAG	N/A	N/A
K-12	ESL	25	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	20	
AP Courses Offered		8	
Students Taking AP Courses		123	34%

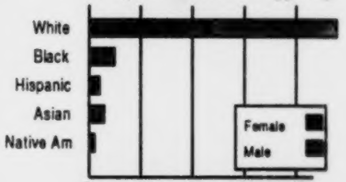
Grade	#
9	291
10	238
11	190
12	171
Total	890

Sponsor Affiliation	
Marine	12%
Army	4%
Navy	6%
Air Force	58%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	19%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	2
4-6	3
7-10	6
> 10	49

Mobility Rate
22% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	57
Special Education	3
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	43%
MA/MS	52%
Doctorate	5%

Principal's Highlights

We have made a concerted effort to involve parents in our school this year. Parents and military community members served many roles to include coaches, mentors, liaisons at department chair meetings, fund-raisers (Project Graduation, Booster Club), tutors and more. Recently parent volunteers were recognized at a reception held in their honor.

We have made progress on Benchmark 4.2 by recognizing and celebrating the successes of many students. One example is our "High Five" program in which any student who raises his/her grade point average by .5 receives recognition. It has been a popular and successful initiative.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies

As a result of using the strategies Word-a-thon and Read to Succeed, students increased their reading comprehension across the curriculum from November to March.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A greater percentage of minority students have enrolled in upper level math and science courses this year. This is attributed to counseling, directed efforts to help students with their schedules, and follow-up with students through several positive programs (High Five, At Risk).

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

We have a functioning SIT that meets regularly with the District personnel and trains with other school SIT. We comply with all required reports. We coordinate with the District for staff development needs.

Benchmark 10.8: Establish Technology for teachers and administrators

CC:mail is set up so all faculty are networked. The faculty and administrators communicate regularly via cc:mail. Student discipline communication is accomplished via cc:mail from administrators to teachers. Students and faculty have internet access.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.92	3.70
Co-Supporters	3.3	3.60	3.31
Co-Learners	3.0	3.36	3.00
Co-Teachers	3.4	3.60	3.31
Co-Advisors	3.2	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

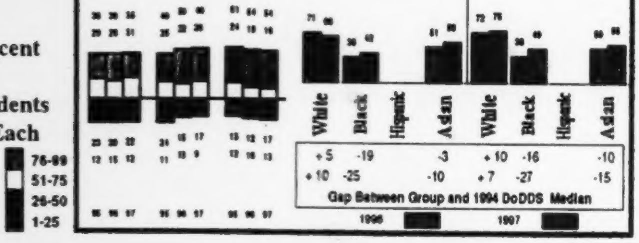
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

We have parents who attend monthly department chair meetings; parents who assist with every club and sport activity; parent representatives for each grade level; parents and military personnel who have "adopted Kadena High School", parents on SAC and Booster Club.

Grade 9

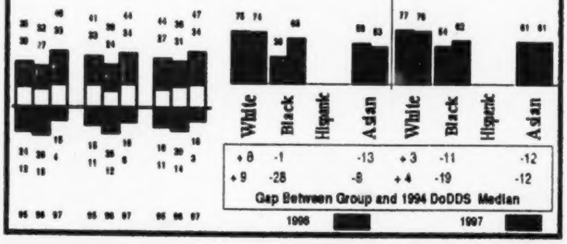
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.6	73.4	77.6	57.8	64.3
District	62.1	70.1	76.1	57.7	65.7
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	254	250	253	252	253

Percent of Students in Each



Grade 10

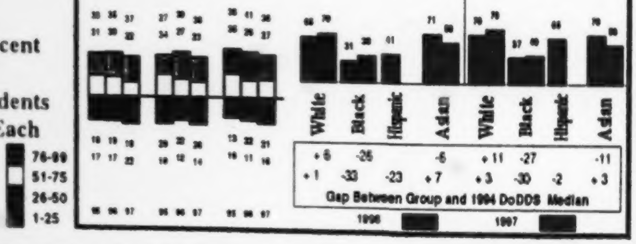
	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	73.7	70.7	73.5	68.3	69.9
District	71.5	68.5	73	67.3	70
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	195	195	194	195	196



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66	59	62.4	63.7	69.3
District	62.8	61.3	63.5	58.9	69.9
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	161	160	159	160	159

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	49%	47%	62%	41%
	97	43%	49%	63%	41%
Math Avg Score	96	477	497	506	508
	97	514	502	505	511
Verbal Avg Score	96	504	513	518	505
	97	537	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kadena HS
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-1216/1712
Fax Number: 81-6117-34-3323
Commercial Phone:
81-6117-34-1216

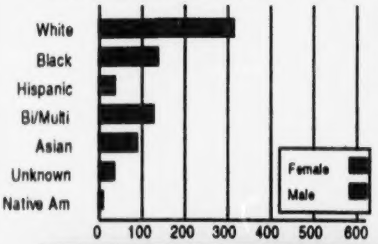
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
10	95	225	793.8	792.8	28%	42%	21%	7%	2%
10	96	196	807.2	798.9	36%	43%	18%	3%	1%
10	97	190	692.5	711.6	46%	32%	13%	4%	5%

Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Killin Elementary School (K-6)
1996/97 School Profile
Al Lohse, Principal

School Characteristics

Student Enrollment - 746



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	40	5%
K-8	TAG	105	14%
K-12	ESL	32	4%
1	Reading Recovery	20	16%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

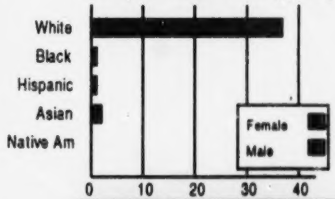
Grade	#
K	114
1	128
2	129
3	121
4	105
5	76
6	73
Total	746

Sponsor Affiliation	
Marine	45%
Army	11%
Navy	18%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	2
1-3	1
4-6	5
7-10	4
> 10	32

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	2.5
Other Professionals	10

Teacher Education	
Degree	% Teachers
BA/BS	48%
MA/MS	52%
Doctorate	0%

Principal's Highlights

Killin Elementary located on Camp Foster, has 730 students in grades K-6. Two staff development programs at the beginning of the year set the stage for our S.I.P. theme of providing "opportunities to work together." Parents were invited to attend.

Cooperative Learning strategies were implemented across the grade levels to increase student participation and academic success. Culturally responsive teaching techniques and a culturally responsive curriculum were implemented to promote equity. Extensive in-school staff development continues to develop as a result of the initial staff development programs.

A Diversity Support Team and a School-Home Partnership Committee were established. Reading comprehension and math computation were added to S.I.P. Technology and literacy now interface.

The community showed support by voting overwhelmingly for 9 early release days to provide teachers with collaborative planning time. This time was obtained by extending the school day for students by 10 minutes daily.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies....

Staff development in Cooperative Learning by Kagan. Grade level CL trainers met with teams weekly. Identified additional teaching strategies and components of comprehension for next year S.I.P. Key vocabulary pre/post test given in Sept/May in all grades/all subjects. Diversity Team gave training on "Bias in Children Literature." Guest Reader Program initiated.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Math computation components were added this year. Grade levels targeted additional components and teaching strategies for next year. The staff received training in Culturally Responsive Teaching. Students were surveyed to evaluate teaching climate for intrinsic motivation.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

The school publishes weekly Friday parent newsletter, 90% of teachers send a bi-weekly classroom newsletter. Parents are encouraged to participate in staff development, parent conferences, and open house. SHP Committee and Diversity Support Team surveyed parents to identify needs and help plan for effective, positive communications.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The school computer committee designed and implemented an ongoing computer staff development program. An Apple GS lab is operational for keyboarding skills in grades 3-6. A Mac Power PC lab is operational for grades 1-6 with access to the Internet.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.1	3.92	3.70
Co-Supporters	2.7	3.60	3.31
Co-Learners	2.6	3.36	3.00
Co-Teachers	3.3	3.60	3.31
Co-Advisors	2.7	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

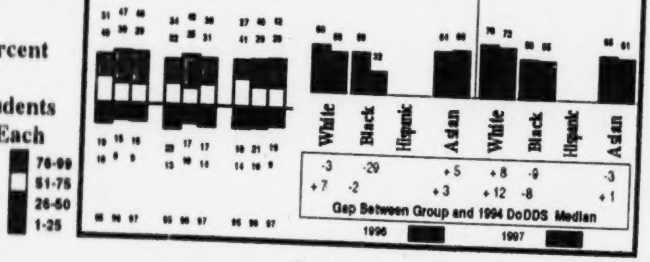
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The SHP Trainer provided training of 5 tier model. SHP Committee was established and developed and implemented additional communication strategies. Parents are members of the Diversity Support Team which evaluates curriculum and supports cultural activities. Tea and certificates were given to over 200 parent and community volunteers.

Grade 3

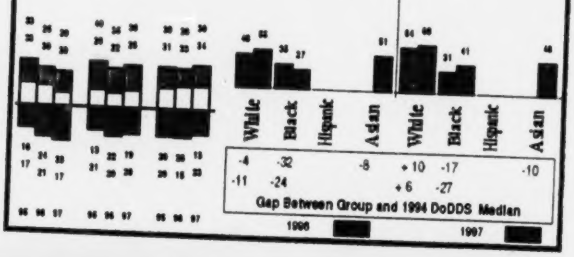
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	64.4	70	54	62
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	109	109	109	109	109

Percent of Students in Each



Grade 5

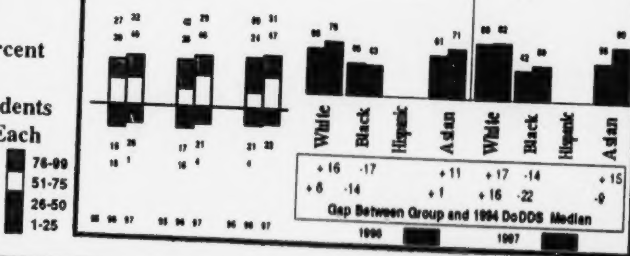
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	51	65.3	62.3	47	58.5
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	70	70	70	70	70



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.2	62.6	65.4	67.5	70.7
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	68	68	68	68	68

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Killin ES
(CAMP FOSTER)
UNIT 35016
FPO AP 96373-5016
DSN Phone: 645-7760/9172
Fax Number: 81-98-892-6549
Commercial Phone:
81-6117-45-7760

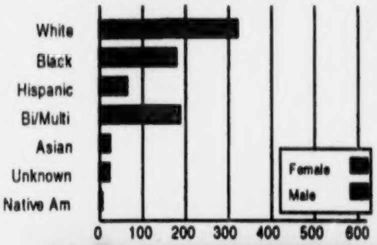
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	77	734.9	741.1	17%	53%	21%	8%	0%
5	96	77	715.6	741.9	18%	55%	25%	3%	0%
5	97	66	708.8	734.5	18%	59%	14%	8%	2%

Camp Kinser,
Okinawa (Japan)

Department of Defense Education Activity
Kinser Elementary School (PK-6)
1996/97 School Profile
Judy Allen, Principal

School Characteristics

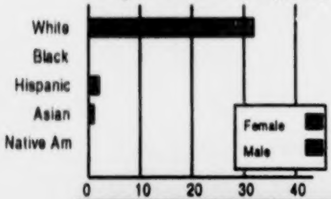
Student Enrollment - 808



Grade	#
PreK	27
K	126
1	160
2	118
3	114
4	109
5	83
6	71
Total	808

Sponsor Affiliation	
Marine	90%
Army	1%
Navy	4%
Air Force	<.5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	
PK-12	Special Education	63	8%
K-8	TAG	28	4%
K-12	ESL	21	3%
1	Reading Recovery	21	13%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	3
1-3	8
4-6	6
7-10	4
> 10	31

Mobility Rate
31% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	37.5
Special Education	3
Other Professionals	10.5

Teacher Education

Degree	% Teachers
BA/BS	47%
MA/MS	53%
Doctorate	0%

Principal's Highlights

KSES is guided by the DoDEA Strategic Plan and our SIP to develop an environment where all children can learn. This goal is facilitated through the Kinser inclusion model of instruction which allows the special needs of all students to be met in the regular classroom. Inclusion and classroom teachers collaborate and co-teach on a daily basis. Students requiring assistance receive it regardless of the type of need.

This is the second year that our SIP has been in effect. It is a viable plan, flexible to change and beneficial for students. This is validated by the incorporation of 23 new staff members this year. The SIP has been integrated into the instructional process, as well as the school culture. Parents support the SIP and are partners.

The data collected supports the goal of increasing proficiency in reading, language arts and narrowing the gender gap in math. Staff development in models of coteaching and inclusion to ensure proficiency continues. The SIT is committed to carrying the SIP goals as it strives to do what is best for all Kinser Kids.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang. Arts, and Soc. Studies.....

All students are taught in the least restrictive environment through the inclusion model. Pull out programs are minimized. Students enjoy school more, and self esteem and peer relationships are improved. Diverse learning techniques are utilized providing an improved sense of responsibility with less fear of failure.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

All students are taught in the least restrictive environment through the inclusion model. Pull out programs are minimized. Students enjoy school more, and self esteem and peer relationships are improved. Diverse learning techniques are utilized providing an improved sense of responsibility with less fear of failure.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Bi-weekly newsletters inform parents and the community about important school activities and how they can become involved. Classroom newsletters are also distributed to the parents. On several occasions parents, students, and school staff come together in both work and social settings. Informal feedback from students, parents, and community has been positive.

Benchmark 10.8: Establish Technology for teachers and administrators...........

Teachers and administrators are provided support services and training in the use of technology and instructional software. All classrooms are equipped with computers and closed circuit TV. Technology has been integrated into the curriculum. CC:Mail is available to all teachers and admin. Twice weekly student newscasts are produced and televised from the Kinser Studio.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	5.0	3.92	3.70
Co-Supporters	4.3	3.60	3.31
Co-Learners	3.2	3.36	3.00
Co-Teachers	4.0	3.60	3.31
Co-Advisors	3.0	3.29	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

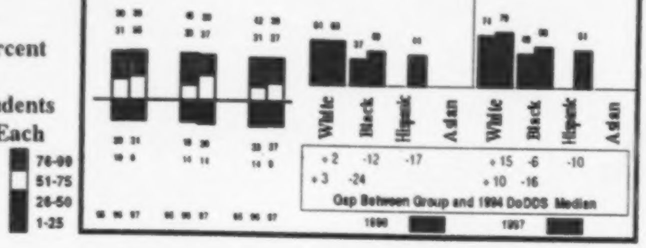
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Hands-on workshops are provided for parents to participate in learning activities and strategies for helping their child at home. Parents utilize the lending learning library of manipulatives. Parents participated in math field day, science olympiad, international day, abilities awareness day, and field day. The parent center is well equipped and is open each school day.

Grade 3

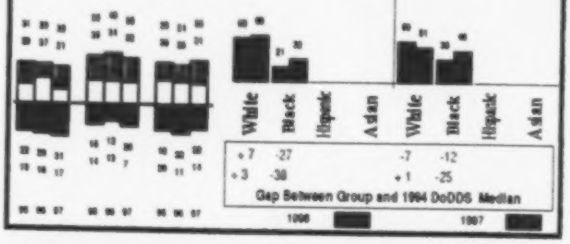
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	70.4	61.8	62	54.3	65.6
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	107	107	107	107	107

Percent of Students in Each



Grade 5

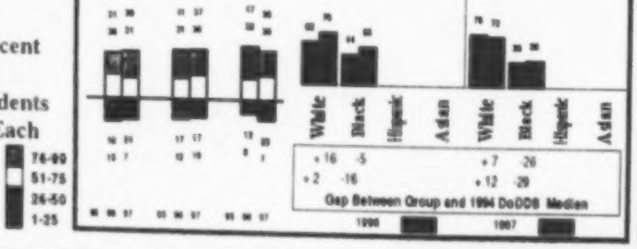
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	55	64	64	57.2	50.3
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	72	72	72	72	72



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	67.7	71	62	72	67
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	59	59	59	59	59

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kinser ES
UNIT 35037
FPO AP 96373-5037

DSN Phone: 637-3008/3422
Fax Number: 81-6117-37-2611
Commercial Phone:
81-6117-37-3008

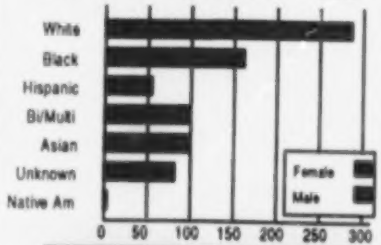
DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	106	718.9	741.1	16%	59%	14%	6%	0%
5	96	79	743.4	741.9	34%	51%	14%	0%	1%
5	97	74	752.3	734.5	36%	55%	5%	3%	0%

Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Kubasaki High School (9-12)
1996/97 School Profile
Thomas Abbott, Principal

School Characteristics

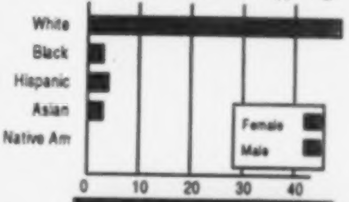
Student Enrollment - 788



Grade	#
9	296
10	216
11	160
12	116
Total	788

Sponsor Affiliation	
Marine	66%
Army	2%
Navy	11%
Air Force	5%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	15%
Non-US Civilians	1%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	35	4%
K-8	TAG	N/A	N/A
K-12	ESL	53	7%
I	Reading Recovery	N/A	N/A
7-12	AVID	17	[illegible]
AP Courses Offered		7	[illegible]
Students Taking AP Courses		83	30%

Teacher Experience

Years	Teachers
New	1
1-3	2
4-6	3
7-10	1
> 10	48

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	50
Special Education	5
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	33%
MA/MS	59%
Doctorate	8%

Principal's Highlights

This has been a year of transformation from the very first day. The orientation conducted for all stakeholders has had the greatest positive impact of the initiatives for this school year. It set the tone of clear, high expectations for everyone.

In September, the staff completed a two-day workshop by Cerylle Moffett on school climate to reinforce the power of being positive and working together to achieve common goals. This was followed in December with focus groups to prepare the staff for the 3-day February workshop on Culturally Responsive Teaching, conducted by Dr. Raymond Wlodkowski. Also in December, the staff embraced a School-wide Intervention Plan to bring partnership and accountability in our efforts to work with students who are not working up to expectations in behavior, academics, and social areas.

A common thread to all our initiatives has been to make all stakeholders believe they play an important role in helping students to achieve success in school. Future plans include placing a greater focus on study skills for students, increasing our growing partnership with parents, and working together as a staff to encourage students to challenge themselves. As we prepare for our NCA visit in the Spring of '98, our school-level committees are narrowing our focus to help us achieve our desired student outcomes.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies....
Staff development was held in Sept. on creating a positive school climate. Problem areas were identified. School Climate survey was given to students in February as baseline data. AVID notebooks were used by students and the staff received a briefing on the AVID program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
Staff development was held for three days in February on Culturally Responsive Teaching. Follow-up with staff focus groups. Student Mentor Program focused on academically "at-risk" 9th graders. A seminar was held covering topics relevant to women for all 11th & 12th grade women.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...
Monthly Parent Newsletter. Senior Newsletter from the Counselor. Monthly Counselor Newsletter. JROTC Newsletter, and student publications. Excellent cooperation between Asst. Principal and district PAO increased publicity in the local media.(Okinawa Marine, This Week in Okinawa, Japan Update.)

Benchmark 10.8: Establish Technology for teachers and administrators...........
The Computer Committee identified two areas of positive growth this year:Stabilization of Hardware/Software Support - The support structures and personnel responses to requests have been more efficient as the year has progressed.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.92	3.70
Co-Supporters	3.3	3.60	3.31
Co-Learners	3.5	3.36	3.00
Co-Teachers	3.3	3.60	3.31
Co-Advisors	3.3	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

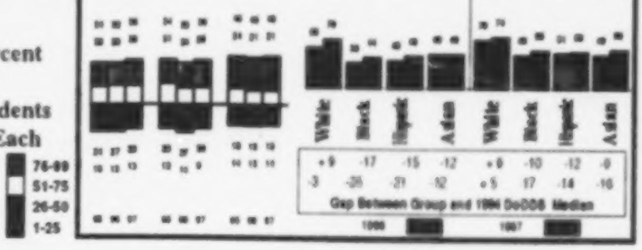
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......
Dr. Charles Beady spoke to students & teachers. A workshop for parents and students was held. Opening Day Orientation was held for all students and parents. "Come Back to School" Program was sponsored by the School Home Partnership committee. The PTSA and SAC were vital in assisting parents and the school in dialogue concerning important issues.

Grade 9

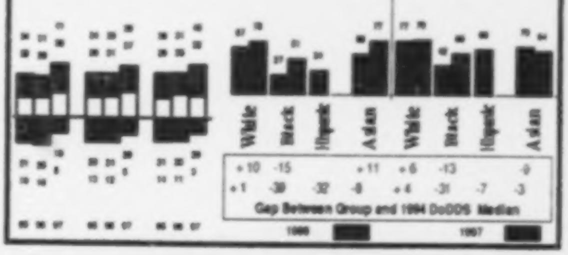
1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	61.5	65.7	74.6	57.7	67.2
District	62.1	70.1	76.1	57.7	65.7
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	256	254	256	256	256

Percent of Students in Each



Grade 10

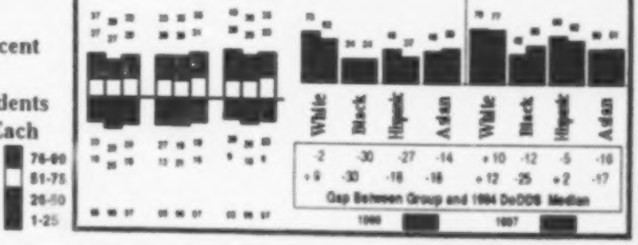
Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
70	66.1	72.7	66.8	69.5
71.5	68.5	73	67.3	70
73.9	70.5	74.2	73.2	72.9
50	50	50	50	50
177	177	177	178	177



Grade 11

1997 Median Percentiles	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
for: School	60.7	65	66	53.7	72
District	62.8	61.3	63.5	58.9	69.9
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	133	134	138	135	137

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	45%	47%	62%	41%
	97	57%	49%	63%	41%
Math Avg Score	96	523	497	506	508
	97	488	502	505	511
Verbal Avg Score	96	526	513	518	505
	97	483	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Kubasaki HS
(CAMP SD BUTLER)
UNIT 35008
FPO AP 96373-5008
DSN Phone: 645-3728/4876
Fax Number: 81-98-892-7769
Commercial Phone:
81-6117-45-3728

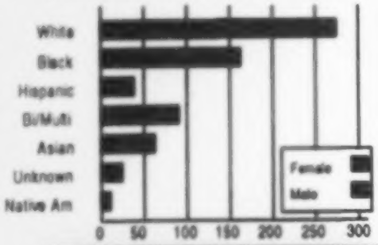
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	161	767.9	792.8	22%	37%	23%	15%	3%
10	96	185	801.4	798.9	27%	48%	18%	7%	0%
10	97	170	719.7	711.6	45%	42%	11%	1%	1%

Camp Lester,
Okinawa (Japan)

Department of Defense Education Activity
Lester Middle School (7-8)
1996/97 School Profile
Diane Bell, Principal

School Characteristics

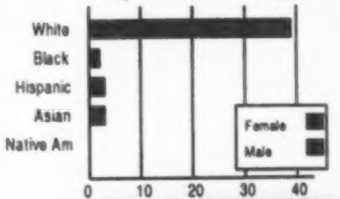
Student Enrollment - 667



Grade	#
7	342
8	325
Total	667

Sponsor Affiliation	
Marine	71%
Army	2%
Navy	11%
Air Force	7%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	9%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	[illegible]	[illegible]
PK-12	Special Education	39	6%
K-8	TAG	60	9%
K-12	ESL	8	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	11	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	1
4-6	2
7-10	5
> 10	37

Mobility Rate
20% Per Year

School Staff

Category	FTE
Administrators	3
Classroom Teachers	41
Special Education	4
Other Professionals	7

Teacher Education

Degree	% Teachers
BA/BS	28%
MA/MS	66%
Doctorate	6%

Principal's Highlights

The staff of LMS is involved and committed to the school improvement plan as evidenced by their degree of participation.

We began the year with staff development in cultural diversity. This program has been extremely successful in fostering culturally responsive teaching and in improving relations among the students, staff, and parents. Additionally, this program stimulated a group to form a proactive organization, P.A.R.E.N.T.S., to provide support for student learning through such activities as compiling a list of volunteers and sponsorship of an eighth grade celebration.

To encourage students to excel, we have expanded our student recognition program. We are pleased with the improvement our students have shown as we continue the school-wide writing project. Communication between home and school has increased using electronic mail, a homework hotline, and a home page on the Internet.

Other successes that we plan to continue for next school year are Career Day, Tech Fest, and Student Orientation.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading,Lang.Arts, and Soc. Studies

Students wrote to specific topics or prompts quarterly. The prompts were related to the core subjects. Teachers evaluated the writing products based upon a rubric and provided feedback to the students. Significant gains were shown by our students.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Students were surveyed to discover their attitudes about science. All students participated in a science festival. Student interest reflected a high level of enthusiasm. Selected lower achieving students presented a variety of science demonstrations resulting in heightened interest and increased self-esteem. Students enjoyed a science and math career day.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

To increase communication we published a home page on the Internet distributed our newsletter via e-mail. The homework hotline is on-line. Our newsletter and bulletin boards have been utilized to publish our new student recognition programs. We have increased distribution of school news and information through the P.A.R.E.N.T.S. organization.

Benchmark 10.8: Establish Technology for teachers and administrators:

Faculty use of technology for progress reports increased significantly . The Homework Hotline was piloted by one team 4th quarter with parental feedback requested to work out obstacles before school-wide implementation SY 97-98. Programs and activities have been published on the Internet as a means of alternative communication with parents and students.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.92	3.70
Co-Supporters	4.1	3.60	3.31
Co-Learners	4.2	3.36	3.00
Co-Teachers	3.7	3.60	3.31
Co-Advisors	4.2	3.29	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

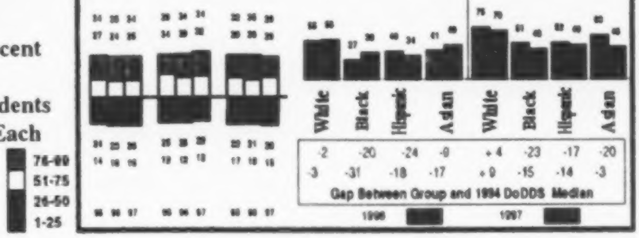
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A Tutor Training Program was developed and implemented which trained and aligned parents with math/science lower-achieving students for individual tutoring. An affective survey was distributed and results were analyzed. Results reflected a positive parent attitude toward school-home communications.

Grade 7

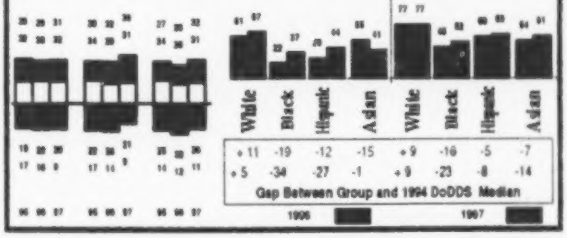
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	60.3	62.5	58.5	48	61.9
District	62.1	65.1	65.7	55	67.2
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	312	312	312	312	312

Percent of Students in Each



Grade 8

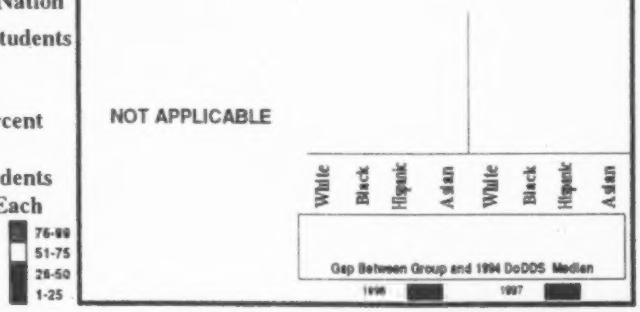
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	60	66.1	61.2	50	64.6
District	62.2	66.6	65.7	55	66.1
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	299	299	299	299	299



1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School					
District					
DoDDS					
Nation					
# Students					

Percent of Students in Each

NOT APPLICABLE



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Lester MS
UNIT 35015
FPO AP 96373-5015

DSN Phone: 645-7787/2124
Fax Number: 81-6117-45-7211
Commercial Phone:
81-6117-45-7787

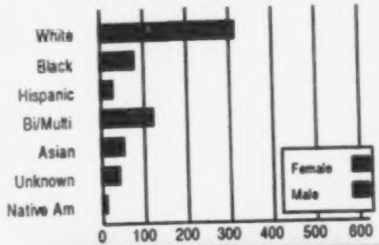
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	285	758.6	767.6	28%	18%	38%	15%	0%
8	96	310	772	770	23%	41%	28%	7%	1%
8	97	295	673.2	689	26%	42%	20%	9%	3%

Kadena AB,
Okinawa (Japan)

Department of Defense Education Activity
Stearley Heights Elementary School (PK-6)
1996/97 School Profile
Eric Gentry, Principal

School Characteristics

Student Enrollment - 646



Grade	#
PreK	19
K	79
1	99
2	79
3	109
4	100
5	92
6	69
Total	646

Sponsor Affiliation	
Marine	5%
Army	3%
Navy	6%
Air Force	79%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	6%
Non-US Civilians	<.5%

Special Programs

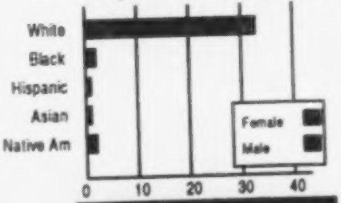
Grade Offered	Program	#	%
PK-12	Special Education	36	6%
K-8	TAG	91	15%
K-12	ESL	21	3%
1	Reading Recovery	8	8%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	4
7-10	2
> 10	16

Mobility Rate
21% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	33
Special Education	2
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	26%
MA/MS	72%
Doctorate	2%

Principal's Highlights

As noted in the Benchmark Section, Stearley Heights Elementary School has made excellent progress toward the achievement of the priority Benchmarks.

At the beginning of the year, we reviewed the report generated as a result of the NCA team visit during the spring of 1996. This report documented the progress we made toward the Benchmarks last year. All of us were proud to read the extremely positive remarks made by the visiting team. Our school improvement plan was noted as one of the best in DoDDS!

We are particularly happy with the increase in parent involvement and the two way communication we have now institutionalized here at Stearley Heights ES. We hope to build on this parental involvement next year by expanding our School Home Partnership Committee to include our Team Chairs and an additional eight parents.

We are very proud of our work in culturally responsive teaching. We have had a number of inservice programs to raise the awareness level of our staff, and have established a committee of parents, teachers and administrators to ensure an ongoing emphasis on the value of diversity among our students and staff.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

This year we continued to work on improving higher level thinking skills through the writing process. As we continued to use Daily Oral Language as a school wide program we saw significant progress toward the goal of increasing student achievement. The number of students scoring at the highest level of achievement increased from 57 in the fall to 198 in the spring.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Classroom teachers continued to use Arithmetic Developed Daily to supplement the MathLand program. When all minority groups were combined to create a group roughly equivalent to the Caucasian population, we found no significant gap in achievement. This information was determined by plotting report card grades on a matrix.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

The School Improvement Team, which is made up of three teachers, two parents and two administrators continues to function well. The two parent members represent the SAC and the PTA, so parents have excellent opportunities to provide input into our School Improvement Plans well as assisting with monitoring the success of the plan.

Benchmark 10.8: Establish Technology for teachers and administrators

This has been a great year for us relative to this Benchmark. Our entire school has been wired for LAN capabilities. This has helped us provide internet access to all of the computers in the lab, most of the computers in the media center and a number of classrooms. We have also continued to provide training to our new and returning teachers relative to the use of technology in the classroom.

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Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.3	3.92	3.70
Co-Supporters	3.7	3.60	3.31
Co-Learners	3.7	3.36	3.00
Co-Teachers	4.0	3.60	3.31
Co-Advisors	3.3	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

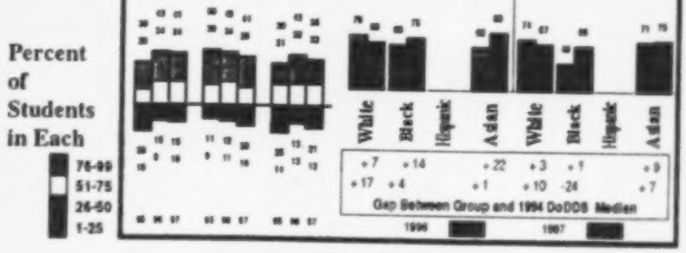
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

The annual Parent Survey showed our parents to be overwhelmingly positive about the biweekly folder that provides for two way communication between the school and home. We continue to enjoy an active School-Home Partnership program is a great strength with parents participating and supporting all aspects of our school on a daily basis.

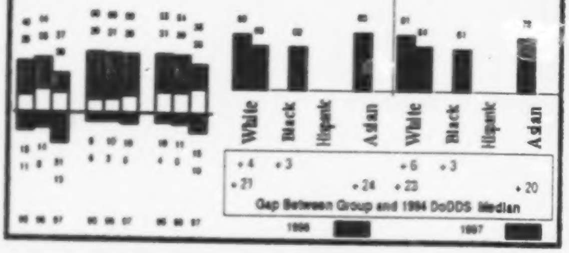
Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	71.7	72.4	64	73	69.8
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	98	98	98	98	98



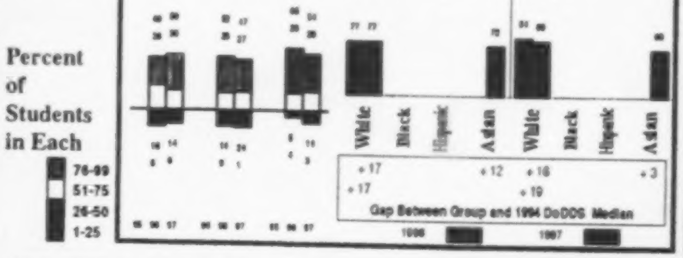
Grade 5

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	54	81.8	66.3	64.1	64
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	88	88	88	88	88



Grade 6

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	75.7	73	76.8	71	74
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	70	70	70	70	70



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges; 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Stearley Heights ES
UNIT 5166
APO AP 96368-5166

DSN Phone: 634-4524/4523/0646
Fax Number: 81-98-934-6818
Commercial Phone:
81-6117-34-4524

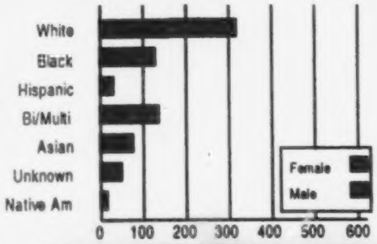
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	80	770.1	741.1	26%	56%	13%	5%	0%
5	96	73	779.1	741.9	48%	47%	3%	3%	0%
5	97	90	719.6	734.5	30%	53%	9%	6%	2%

Camp Butler,
Okinawa (Japan)

Department of Defense Education Activity
Zukeran Elementary School (PK-6)
1996/97 School Profile
Russ Claus, Principal

School Characteristics

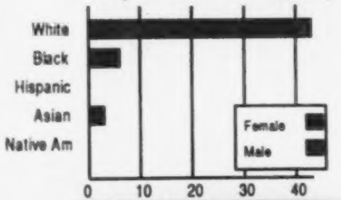
Student Enrollment - 755



Grade	#
PreK	36
K	95
1	106
2	103
3	103
4	107
5	91
6	114
Total	755

Sponsor Affiliation	
Marine	48%
Army	7%
Navy	14%
Air Force	20%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	11%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	8.9	1%
K-8	TAG	110	15%
K-12	ESL	25	3%
1	Reading Recovery	32	30%
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	5
7-10	15
> 10	36

Mobility Rate
28% Per Year

School Staff

Category	FTE
Administrators	2
Classroom Teachers	35
Special Education	5.5
Other Professionals	12

Teacher Education

Degree	% Teachers
BA/BS	29%
MA/MS	71%
Doctorate	0%

Principal's Highlights

Zukeran Elementary School provides a strong academic program for approximately 750 students enrolled in Sure Start through grade six. Quality programming has yielded increased performance on CTBS test scores.

The faculty focuses upon promoting and refining written communication skills through "The Writing Process," and Daily Oral Language Strategies. Science skills are addressed via student modeled Daily Oral Science Activities. Technology advances occur through the tenacious training of students and staff on a variety of computer programs, including INTERNET.

School Home Partnership activities and events cause parents to be involved in the school on a variety of levels.

Activities which directly serve to support the success of the school's Strategic Plan include: writing journals, The Office Science Center and Newsletter, Sidewalk Science, Technology Certification and Multicultural Days at ZES! Zukeran's strategy of "A-Year-At-A-Glance" allows and promotes a highly organized school-wide structure of integrated thematic units.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies.....

Reading development was highlighted via ZES' Reading Recovery and Early Literacy Programs. Staff development for teachers at all grade levels regarding these developmentally appropriate practices was successful. Language Arts skill development occurred through in-services provided by the school, consultants and via the schoolwide use of DOL.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Reading development was highlighted via ZES' Reading Recovery and Early Literacy Programs. Staff development for teachers at all grade levels regarding these developmentally appropriate practices was successful. Language Arts skill development occurred through in-services provided by the school, consultants and via the schoolwide use of DOL.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

In-school communication continues to be efficient and collaborative. Zukeran's Open Door Policy allows for parents, staff members, community members, and students to interact in a comfortable manner with the office staff. 1990's style newsletters, outreach programs, interaction between schools all facilitate the communication and community involvement process.

Benchmark 10.8: Establish Technology for teachers and administrators...........

Zukeran implemented its computer lab in February 1997. Computer in-service and training for teachers and students occurred. Students were trained on the INTERNET and upon completion of training were given an INTERNET card for future use.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.7	3.92	3.70
Co-Supporters	3.8	3.60	3.31
Co-Learners	3.2	3.36	3.00
Co-Teachers	4.2	3.60	3.31
Co-Advisors	3.7	3.29	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

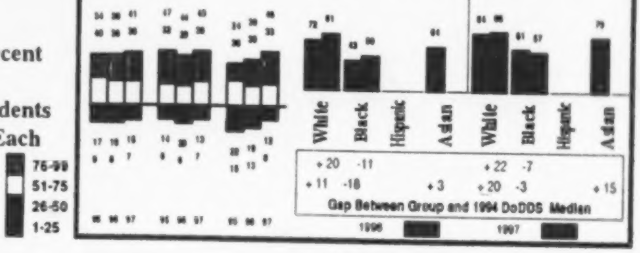
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.

The SIT, PTA, SAC all contributed to awareness and communication of ZES' curricular and non-curricular programs. The School Home Partnership and Multicultural committee was formed this year. The committees elicit parental involement and participation.

Grade 3

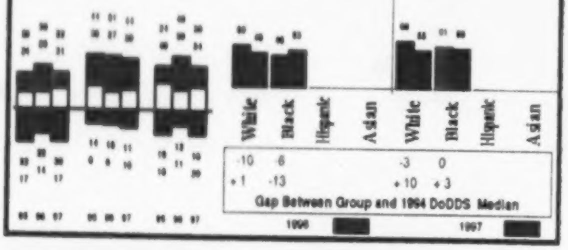
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	71	71	70.5	73	70.4
District	67.6	66.2	64.6	59.5	67.3
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	97	97	97	97	97

Percent of Students in Each



Grade 5

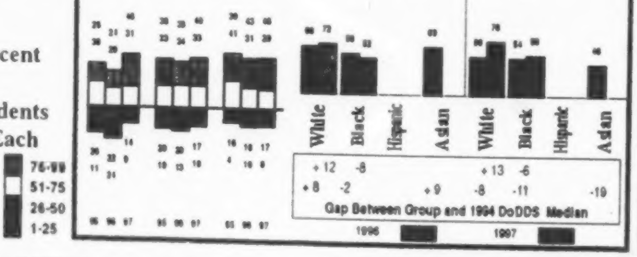
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	52.5	71.3	62.2	52.8	58.5
District	55	69.3	64.7	53.5	59.1
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	87	87	86	88	86



Grade 6

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	69	69	71.7	68	71.2
District	67.7	68	68.7	70	68
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	104	104	103	104	103

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	47%	62%	41%
	97	NA	49%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	502	505	511
Verbal Avg Score	96	NA	513	518	505
	97	NA	512	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Zukeran ES
UNIT 35017
FPO AP 96373-5017

DSN Phone: 645-2576/5392/2064
Fax Number: 81-98-892-7959
Commercial Phone:
81-6117-45-2576

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	115	776.3	741.1	27%	59%	10%	4%	0%
5	96	110	770.2	741.9	46%	48%	6%	0%	0%
5	97	85	739.7	734.5	40%	47%	6%	5%	2%

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SECTION O

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA AREA
1996-1997

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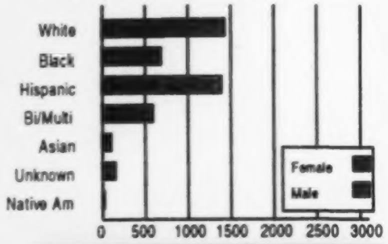
Department of Defense Education Activity
Panama Area
1996/97 Profile
Linda Renz, Superintendent

Area Characteristics

Student Enrollment - 4,395



Grade	#
PreK	45
K	380
1	448
2	385
3	380
4	329
5	346
6	362
7	347
8	302
9	295
10	299
11	237
12	240
Total	4395

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	18%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	1%

Special Programs

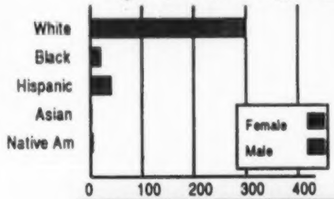
Grade Offered	Program	#	%
PK-12	Special Education	326	7%
K-8	TAG	296	8%
K-12	ESL	317	7%
1	Reading Recovery	0	0%
7-12	AVID	35	
Students Taking AP Courses		105	22%

Teacher Experience

Years	Teachers
New	6
1-3	17
4-6	31
7-10	26
> 10	193

Mobility Rate
31% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	37
Classroom Teachers	280
Special Education	25.5
Other Professionals	50.5

Teacher Education

Degree	% Teachers
BA/BS	37 %
MA/MS	51 %
Doctorate	12 %

Superintendent's Highlights

This was an exciting year for the Panama/Cuba Area. Through the continued implementation of the DoDDS pilot SBM program, we strengthened and enhanced the leadership and decision-making opportunities and HSP practices to focus on what is best for children.

Professional development throughout the schools and the district targeted improving classroom strategies, student leadership abilities, Educational Equity, and Caring Competencies.

In spite of numerous distractions resulting from the continuing drawdown and closure processes, the Area ensured the primary emphasis remained on the education of students.

Headquarters provided professional development in building capacity for teaching, leading, and learning for the SIT from each school and the district. Armed with strategies to integrate curriculum, instruction, assessment, technology, and professional development, the SITs returned to their home sites with renewed vigor and commitment to increasing learning opportunities for students.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

In our efforts to increase student achievement and citzenship, major emphasis was placed on linking staff development in the content areas of reading, language arts, and math, with learner outcomes. Additionally, Headquarters provided assistance with leadership training for students involved with student council responsibilities.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps..

The Headquarters office provided staff development in Educational Equity and Caring Competencies to foster student achievement and well-being. Emphasis on strengthening instructional strategies and technology content integration continued throughout the year.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies....

Communication throughout the Area was enhanced through the implementation of a broad based communication plan designed to enhance shared decision-making. The effort to improve communication strengthened knowledge among teachers, administrators, parents, and community as to school activities and decisions.

Benchmark 10.8: Establish Technology for teachers and administrators............

The Area Superintendent continued to emphasize the five C's of the DoDEA Technology Standards, with particular attention on competency and connectivity for INTERNET access.

Average Ratings of SHIP Progress		
Tier	**Area**	**DoDDS**
Co-Communicators	3.78	3.70
Co-Supporters	3.54	3.31
Co-Learners	3.20	3.00
Co-Teachers	3.28	3.31
Co-Advisors	3.71	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation		

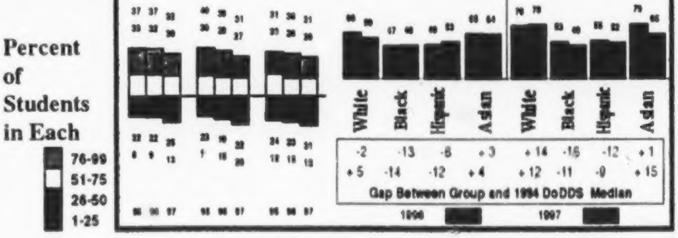
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership....

Support and technical assistance was provided by Headquarters for the improvement of School-Home Partnership and School-Based Management throughout the district. This allowed the district to expand the number of staff development opportunities and conferences to ensure continued professionalism.

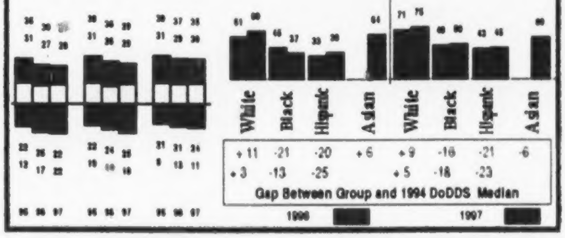
Grade 3

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	61.6	60.4	58.6	55.7	61.4
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	372	372	372	372	372



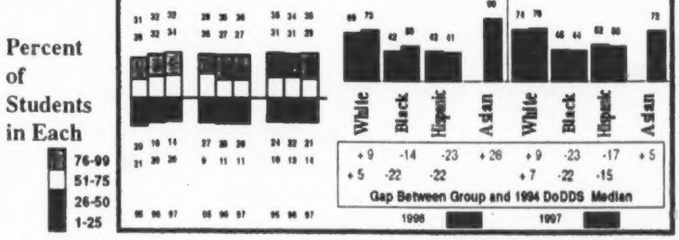
Grade 7

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for:	Read	Lang	Soc Stdy	Math	Science
Area	55	55.2	62.4	52.7	59.3
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	315	315	315	316	315



Grade 11

	Benchmark 3.1			**Benchmark 4.2**	
1997 Median Percentiles for	Read	Lang	Soc Stdy	Math	Science
Area	63.7	62	65.4	58.2	65.6
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	211	213	210	211	210



SAT Results				
		Area	DoDDS	Nation
% Participating	96	53%	62%	41%
	97	60%	63%	41%
Math Avg Score	96	497	506	508
	97	481	505	511
Verbal Avg Score	96	510	518	505
	97	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Panama Area Superintendent
4040 N. Fairfax Dr., 4th Floor
Arlington, VA 22203-1635

DSN Phone: 426-4373
Fax Number: (703) 696-8920
Commercial Phone:
(703) 696-4373

DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	388	742.4	741.1	15%	61%	15%	8%	1%
5	96	361	723.4	741.9	26%	52%	19%	2%	1%
5	97	343	727.8	734.5	27%	57%	9%	2%	5%
8	95	303	780.2	767.6	39%	18%	31%	11%	1%
8	96	288	732.5	770	27%	32%	26%	9%	7%
8	97	280	688.9	689	33%	43%	17%	2%	5%
10	95	301	786.1	792.8	19%	41%	31%	8%	1%
10	96	259	813.9	798.9	36%	44%	14%	5%	0%
10	97	268	716	711.6	44%	34%	17%	1%	4%

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SECTION P

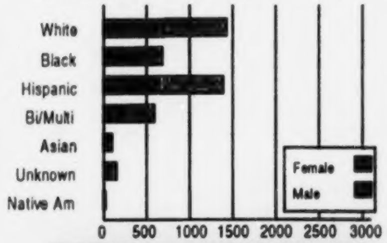
DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

PANAMA DISTRICT
1996-1997

Department of Defense Education Activity
Panama District
1996/97 Profile
Ruth Russell, Superintendent

District Characteristics

Student Enrollment - 4,395



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	326	7%
K-8	TAG	296	8%
K-12	ESL	317	7%
1	Reading Recovery	0	0%
7-12	AVID	35	[illegible]
Students Taking AP Courses		105	22%

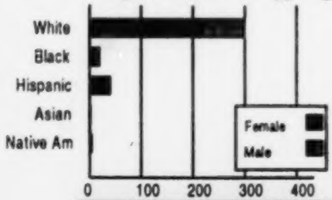
Grade	#
PreK	45
K	380
1	448
2	385
3	380
4	329
5	346
6	362
7	347
8	302
9	295
10	299
11	237
12	240
Total	4395

Sponsor Affiliation	
Marine	2%
Army	33%
Navy	18%
Air Force	21%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	25%
Non-US Civilians	1%

Teacher Experience	
Year	Teachers
New	6
1-3	17
4-6	31
7-10	26
> 10	193

Mobility Rate
31% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	37
Classroom Teachers	280
Special Education	25.5
Other Professionals	50.5

Teacher Education	
Degree	% Teachers
BA/BS	37 %
MA/MS	51 %
Doctorate	12 %

Superintendent's Highlights

DODDS Panama/Cuba District continues its focus on working through the School Improvement Process to focus on the benchmarks targeted. One of the highlights of SY 96-97 was developing capacity at school level through 61 inservice training courses offered at school and District levels.

School-based management practices continued to strengthen communication links with parents. In addition to the increased opportunities for sharing with parents, we entered into a partnership with Ft. Clayton Morale, Welfare, and Recreational Activities in support of the sports program for Middle School youngsters.

A record number of students had the opportunity to interface with students outside of Panama/Cuba to broaden their experiential background and develop leadership qualities. Fourteen students traveled to Lakenheath, England to participate in the JASON VIII telepresence.

All elementary schools in the District provided interactive Science and Math opportunities for students and parents throughout the school year. These opportunities were held in the evenings or on Saturdays to encourage wide participation.

The entire District team remained focused throughout the year on achieving benchmarks through the SIP process.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts. and Soc. Studies.

Standards based instruction in Social Studies and Language Arts, CIRC in the Content Areas, and increasing the use of developmentally appropriate practices (DAP) were the district's main areas of focus where numerous staff development opportunities were offered. Student leadership training was conducted at all schools having student councils.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

The district established curriculum councils to analyze district data, address current issues, diseminate information, and serve as a communication link between schools and the DSO. Grade levels met to share best practices and discuss common concerns. Extensive staff development opportunities addressed equity, standard based inquiry methods and technology integration.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The district has worked extensively at broadening the communication system to teachers, administrators, students, parents and community through the use of the ccmail, parent forums, curriculum newsletters, television & newpaper stories, and weekly DSO staff meetings. The continuation of School Base Management has kept all constituencies informed of school issues.

Benchmark 10.8: Establish Technology for teachers and administrators

The INTERNET connection has facilitated numerous courses, trainings, workshops, and school projects such as JASON VIII which allowed teachers and administrators access to the information highway. Most of the training or courses offered promoted the use of INTERNET. Our school sites had a seamless transfer of our INTERNET connection to DISA.

Average Ratings of SHP Progress		
Tier	**District**	**DoDDS**
Co-Communicators	3.78	3.70
Co-Supporters	3.54	3.31
Co-Learners	3.20	3.00
Co-Teachers	3.28	3.31
Co-Advisors	3.71	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

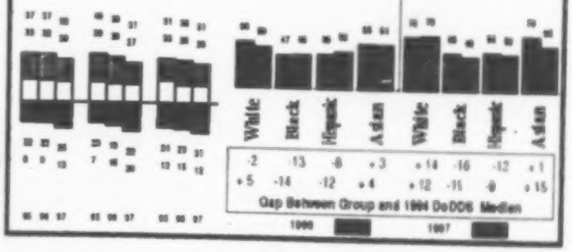
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership...

To further enhance the partnership between the school and parents, the School Based Management Councils along with the the School Home Partnership program were supported. The district office hosted several meeting and conferences to afford teams opportunities to share successes, gain ideas and fine tune practices.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	323	323	323	323	323

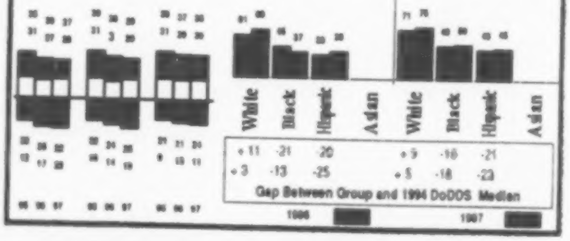
Percent of Students in Each



▇ 76-99
☐ 51-75
▇ 26-50
▇ 1-25

Grade 7

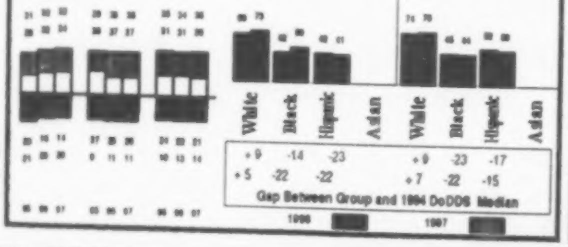
1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	55.3	55.7	63.8	54.1	58.8
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	270	270	270	270	270



Grade 11

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
District	64	61.4	65.3	58.2	65.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	194	196	193	194	193

Percent of Students in Each



▇ 76-99
☐ 51-75
▇ 26-50
▇ 1-25

SAT Results		District	DoDDS	Nation
% Participating	96	53%	62%	41%
	97	60%	63%	41%
Math Avg Score	96	497	506	508
	97	481	505	511
Verbal Avg Score	96	510	518	505
	97	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoD Dependents Schools
Attn: Ruth Russell
Unit 0925
APO AA 34002

DSN Phone: 285-4035
Fax Number: 507-285-6652
Commercial Phone:
507-285-4035

DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	388	742.4	741.1	15%	61%	15%	8%	1%
5	96	340	723.7	741.9	26%	52%	19%	2%	2%
5	97	343	727.8	734.5	27%	57%	9%	5%	2%
8	95	303	780.2	767.6	39%	18%	31%	11%	1%
8	96	273	731.8	770	28%	32%	24%	8%	6%
8	97	280	688.9	689	33%	43%	17%	5%	2%
10	95	301	786.1	792.8	19%	41%	31%	8%	1%
10	96	247	814.6	798.9	36%	45%	14%	5%	0%
10	97	268	716	711.6	44%	34%	17%	4%	1%

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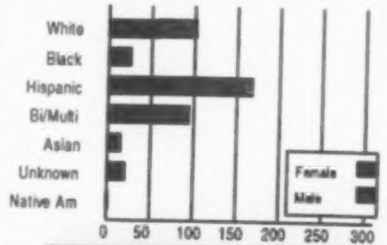
Fort Clayton, Panama

Department of Defense Education Activity
Balboa Elementary School (K-5)
1996/97 School Profile
Susan Beattie, Principal

School Characteristics

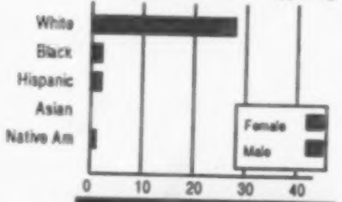
Student Enrollment - 430



Grade	#
K	71
1	62
2	80
3	61
4	80
5	76
Total	430

Sponsor Affiliation	
Marine	1%
Army	28%
Navy	3%
Air Force	6%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	62%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	24	6%
K-8	TAG	67	16%
K-12	ESL	60	14%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	
1-3	
4-6	
7-10	
> 10	

Mobility Rate
N/A

School Staff

Category	FTE
Administrators	1
Classroom Teachers	24.5
Special Education	1.9
Other Professionals	6.5

Teacher Education

Degree	% Teachers
BA/BS	42%
MA/MS	48%
Doctorate	9%

Principal's Highlights

Balboa, a K-5 elementary school, has twenty classroom teachers and fourteen educational specialists. Sixty-three percent of the students are Hispanic and African-Americans and the remainder of the students belong to other ethnic groups. Our parents are active duty military, Panama Canal Commission, State Department and Department of Defense civilian employees.

Balboa ES actively engages all students in learning. Inclusive practices integrate the regular and special educational programs. Compensatory, Enrichment, Host Nation and ESL programs provide unique experiences for our students. The school's technology plan provides a focus to insure that all of the students learn high quality technological practices. We are fortunate to have a modern computer lab as well as computers in every classroom.

BES strives to involve all parents in the school. Parents participate in the decision-making process through the School-Based Management Council, and the School Improvement Team. We feel proud of our educational partnership.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....

Wild About Reading results showed a 31% increase in number of books read by students. CIRC follow-up training was implemented. The Multi-cultural/Bilingual Library was well used. Through portfolios and rubrics students evaluated and improved their writing. Cross-Grade Writing Buddies worked on an autobiographical project/a BES student anthology.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Teachers implemented math standards through the Mathland curriculum with emphasis on cooperative learning strategies. Students demonstrated their understanding and communication of math concepts through portfolios and math journal writing. Teachers also implemented High Scope developmental practices and Conflict Resolution to meet student needs.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

The school community is kept informed through an all inclusive monthly newsletter, B.E.S.T. (sponsored by parents), posted minutes and survey results. Teachers comfortably communicate using technology. All teachers serve on SIP committees at which parents are always welcome. Shared decision-making is supported by the administration.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The staff at BES participated in valuable inservice and university courses related to the goal of integrating technology throughout the curriculum. Surveys indicate that a majority of the teachers use the Internet for instructional purposes. An overwhelming majority use Microsoft Office for professional purposes and Mathland and MathKeys for instruction.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators		3.78	3.70
Co-Supporters		3.54	3.31
Co-Learners		3.20	3.00
Co-Teachers		3.28	3.31
Co-Advisors		3.71	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

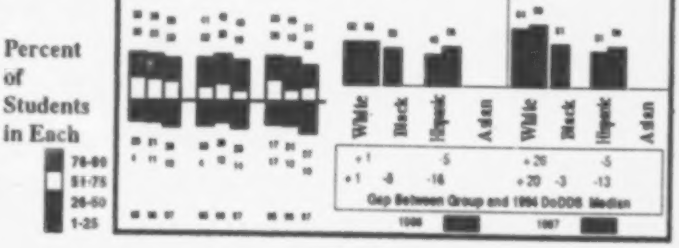
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

Classes were conducted in the 5 Tiers of School-Home Partnership. Parents and Teachers organized School/Home Reading activities to support home reading goals. PTO's cooperative efforts raised funds to support school-wide events and curriculum programs. A parent volunteer coordinator enlisted and trained parents who worked throughout the school.

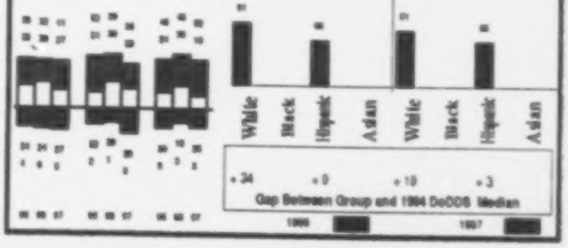
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.2	66	57	58.7	80
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	49	49	49	49	49



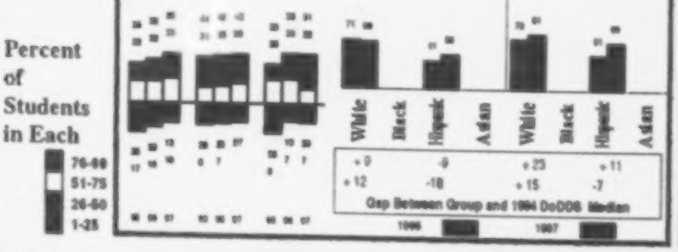
Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68	65	77	67	68.7
District	62.6	56.6	63.6	57	63.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	63	63	63	63	63



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	66.5	72	77	66.8	73
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	59	59	59	59	59



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Balboa ES

Closed - June 1997

DSN Phone:
Fax Number:
Commercial Phone:

DoDEA Writing Assessment

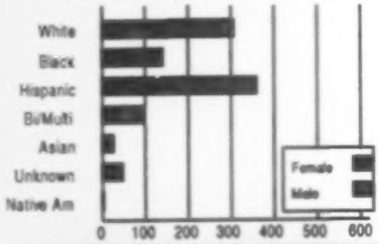
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	69	721.5	741.1	6%	62%	22%	9%	1%
5	96	73	724.5	741.9	23%	53%	19%	3%	1%
5	97	63	757.7	734.5	41%	49%	3%	6%	0%

Fort Clayton,
Panama

Department of Defense Education Activity
Balboa High School (9-12)
1996/97 School Profile
Thomas Price, Principal

School Characteristics

Student Enrollment - 986



Grade	#
9	270
10	266
11	220
12	230
Total	986

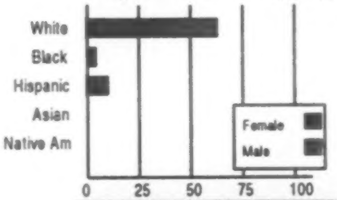
Sponsor Affiliation	
Marine	1%
Army	28%
Navy	2%
Air Force	18%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	49%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	9
7-10	6
> 10	40

Mobility Rate
17% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	3
Classroom Teachers	62
Special Education	5.5
Other Professionals	6

Teacher Education

Degree	% Teachers
BA/BS	36%
MA/MS	57%
Doctorate	7%

Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	42	4%
K-8	TAG	N/A	N/A
K-12	ESL	70	7%
1	Reading Recovery	N/A	N/A
7-12	AVID	25	
AP Courses Offered		6	
Students Taking AP Courses		102	23%

Principal's Highlights

Balboa High School has served as a pilot site for the School Based Management program. The benefits of this pilot have been evidenced through improved communications with parents and students. SBM decisions have provided an increase in training opportunities for students and teachers.

Block scheduling has been implemented, which has decreased absenteeism among students and made teacher routines easier. More time is spent on instruction. Technology has expanded throughout the building. In the Science area the MPLI equipment has brought a myriad of experiments to the teachers. Utilization of this equipment has impacted greatly on our students.

Staff training on computers has increased because the staff must be proficient if they are to help the students use the computers. The mentor program has been expanded, providing further opportunities to strengthen the school home partnership.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.....

Writing across the Curriculum, adhering to a schoolwide rubric of standards has improved student writing ability. Writing workshops for teachers were offered as needed. An increase in precision writing is leading to an increase in precision reading. AVID, stressing writing and study skills, is expanding.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

AVID encourages students of minority status to enroll in upper lever science and math courses and provides them with the support they need to succeed. Before and after school guided study programs are offered to enhance student achievement in math and science.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies...

BHS sends home a monthly newsletter as does the student government and SBM. The school newspaper also provides a "feel" for what's going on at BHS. BHS students announce events on SCN TV each week. BHS has a functioning automated "Hot-Line" that community members call to hear about the latest BHS activities.

Benchmark 10.8: Establish Technology for teachers and administrators..........

The computer labs have expanded, increasing student and teacher use; additional computers have been set up in teacher's rooms. Teachers receive training in computer use via in-house workshops and college mini-courses. The Internet has been established and the library has several computerized research programs. ccMail and email allow worldwide communication.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	2.7	3.78	3.70
Co-Supporters	2.5	3.54	3.31
Co-Learners	2.1	3.20	3.00
Co-Teachers	2.4	3.28	3.31
Co-Advisors	3.2	3.71	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

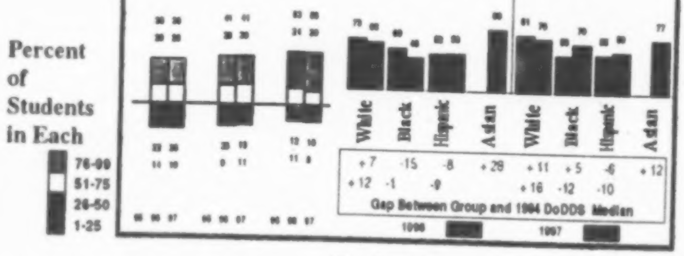
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

Opportunities for parent participation abound at BHS; from Booster Clubs in sports to guest speakers in AP Calculus, from guest readers at the annual Read-Aloud to chaperones on field trips--BHS welcomes parents. The SBM committee actively seeks parental involvement and provides an opportunity for parents to be heard, pro and con, on school affairs.

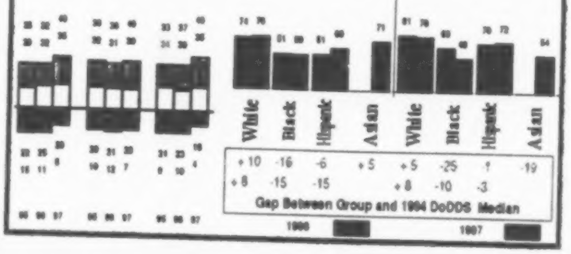
Grade 9

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	63	68.2	79.1	57.7	71.1
District	63	68.2	79.1	57.7	71.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	252	252	253	252	253



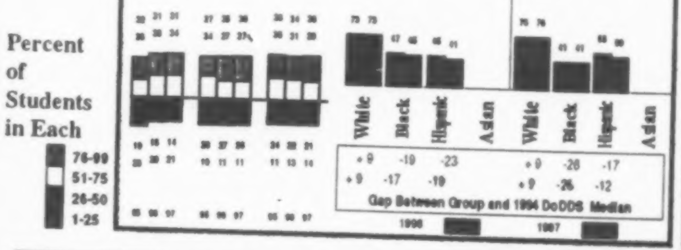
Grade 10

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	70.1	67	72.4	66.5	72.5
District	69.8	66.9	71.5	66.2	71.7
DoDDS	73.9	70.5	74.2	73.2	72.9
Nation	50	50	50	50	50
# Students	247	247	247	247	247



Grade 11

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	64	61.4	65.3	58.2	65.3
District	64	61.4	65.3	58.2	65.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	194	196	193	194	193



SAT Results		School	District	DoDDS	Nation
% Participating	96	53%	53%	62%	41%
	97	60%	60%	63%	41%
Math Avg Score	96	497	497	506	508
	97	481	481	505	511
Verbal Avg Score	96	510	510	518	505
	97	498	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Balboa HS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-272-5060
Commercial Phone:
507-272-7896

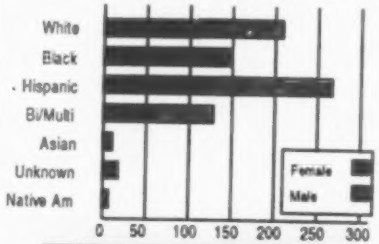
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
10	95	264	788.7	792.8	20%	41%	30%	8%	0%
10	96	247	814.6	798.9	36%	45%	14%	5%	0%
10	97	232	717.8	711.6	47%	32%	17%	3%	1%

Fort Clayton,
Panama

Department of Defense Education Activity
Curundu Elementary School (K-5)
1996/97 School Profile
Barbara L. Cairns, Principal

School Characteristics

Student Enrollment - 791



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	48	6%
K-8	TAG	51	6%
K-12	ESL	107	14%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
K	156
1	173
2	121
3	136
4	97
5	108
Total	791

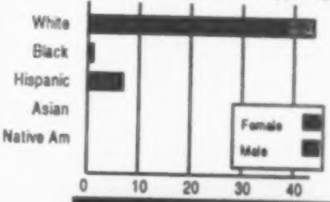
Sponsor Affiliation	
Marine	1%
Army	64%
Navy	1%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	1%

Teacher Experience

Years	Teachers
New	3
1-3	3
4-6	7
7-10	3
>10	34

Mobility Rate
45% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	2
Classroom Teachers	36.5
Special Education	4
Other Professionals	9

Teacher Education

Degree	% Teachers
BA/BS	44%
MA/MS	46%
Doctorate	10%

Principal's Highlights

Very complimentary NCA and Special Education Monitoring reports confirmed Curundu Elementary Schools' belief that the school is a place where all students learn. The warm, caring school atmosphere was experienced by the teams and documented in the reports.

The SIP provided the focus for the staff development activities for the year. Teachers were enrolled in TESA, CIRC, math, and technology classes to enhance their skills. Two computer labs and classroom computers were instrumental in helping all students improve their technology skills. Many students expanded their learning opportunities through the Internet and various after school programs and activities.

Co-decision making skills were fine-tuned through the SHP and the SBM Council for all school stakeholders. Teachers, students, parents, and administrators freely shared concerns and accomplishments throughout the year. A total team effort was the foundation for this school year's successes.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading/Lang. Arts, and Soc. Studies

The primary focus this year was to increase student participation in the cooperative integrated reading and writing process. As a result, student academic achievement increased significantly on teacher made tests of reading and writing. Additionally, students increased the average amount of time spent reading, and the number of books they read per week.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Math Standards were fully implemented using MathLand and supplemental materials. MathLand was augmented in order for students to show mastery of computational skills. The MathLand curriculum was aligned to the Math Standards during a teacher training class.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Communication was achieved through the school newspaper, fliers, local media, teacher-parent notes, email, and a school website. A parent survey indicated good to high satisfaction with school communication. Our SBM and a "shared decision" process is firmly in place.

Benchmark 10.8: Establish Technology for teachers and administrators

We have established two computer labs, and an Internet server with a school website. There is also Internet access in half of the classrooms and a networked admin. LAN that provides email and other services to the faculty. Graduate level classes and inservices were provided throughout the year to help the staff integrate all this technology into the curriculum and their jobs.

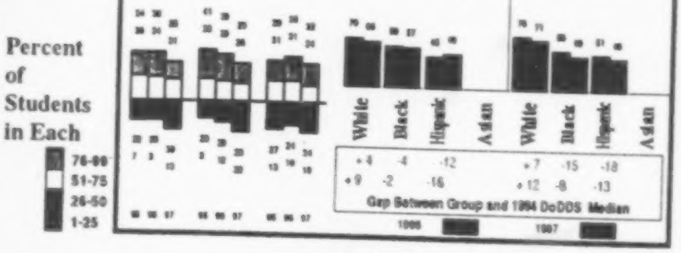
Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.78	3.70
Co-Supporters	3.7	3.54	3.31
Co-Learners	3.1	3.20	3.00
Co-Teachers	3.5	3.28	3.31
Co-Advisors	3.7	3.71	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
Over fifteen thousand hours of volunteer work were recorded. Learning activities and celebrations occurred with the participation and cooperation of parents, teachers and students in Math/Science workshops, tutoring, PTO sponsored events, social gatherings, achievement and talent celebrations.

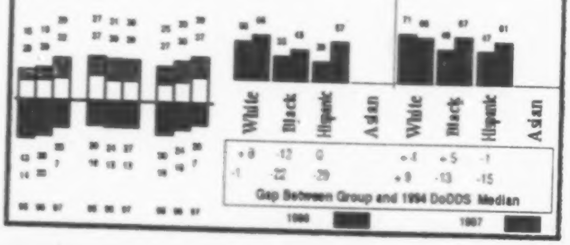
Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	57.7	55	57	57.1	54
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	115	115	115	115	115



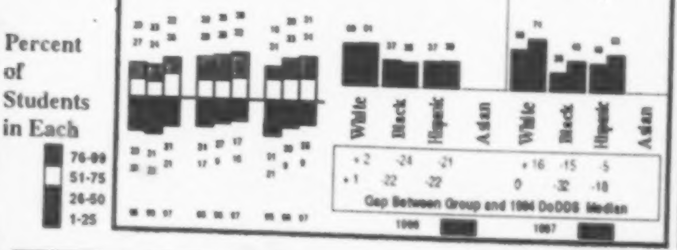
Grade 4

	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	62.3	59	61	57	66
District	62.6	56.6	63.6	57	63.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	89	89	89	89	89



Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	58.3	65	63.5	40.3	51
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	86	87	87	87	86



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-287-6108
Commercial Phone:
507-287-6565

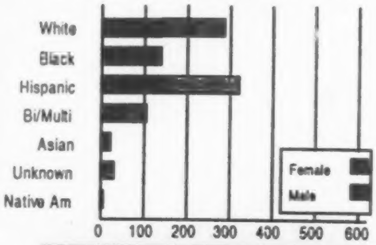
DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	76	727.5	741.1	9%	55%	25%	11%	0%
5	96	108	705.4	741.9	25%	48%	21%	3%	3%
5	97	92	731.6	734.5	25%	60%	10%	5%	0%

Fort Clayton,
Panama

Department of Defense Education Activity
Curundu Middle School (6-8)
1996/97 School Profile
Howard Perkins, Principal

School Characteristics

Student Enrollment - 910



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	65	7%
K-8	TAG	87	10%
K-12	ESL	38	4%
1	Reading Recovery	N/A	N/A
7-12	AVID	0	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

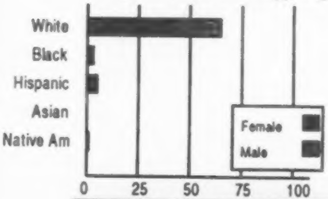
Grade	#
6	324
7	304
8	282
Total	910

Sponsor Affiliation	
Marine	1%
Army	41%
Navy	5%
Air Force	23%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	30%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	0
1-3	5
4-6	5
7-10	5
> 10	43

Mobility Rate
7% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	3
Classroom Teachers	58
Special Education	4
Other Professionals	5.5

Teacher Education	
Degree	% Teachers
BA/BS	39%
MA/MS	54%
Doctorate	7%

Principal's Highlights

Built in 1966 and opened as a junior high school, Curundu Middle School has a modern, well-maintained campus where there has been a long tradition of high achievement. In its first year as a middle school (6-8), CMS has moved rapidly into teaming, block scheduling, teacher advisement periods, and many field trips which have taken the educational process out of the classroom and into the community.

The afterschool activities program has focused not only on the sports and clubs usually enjoyed by this age group, but has provided for an academic interest in math tutoring, homework clubs, Junior National Honor Society, and team newspaper production. This year's choir and advanced band made history by being featured in a full hour host-nation commercial television program aired throughout the Republic of Panama.

A strong supportive report from the visiting NCA team mid-year added impetus to our focus on school improvement and to our belief that students learn best when they can work cooperatively in an environment in which teachers, parents and administrators collaborate to produce a rich, positive learning climate.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies

The English Department provided training to teachers, taught the rubrics for four basic types of writing, and gave students multiple practices in writing and scoring papers using these rubrics. The staff increased the number of writing opportunities in their curriculums. Pre- and post-test scores indicated a gain in general writing skills as taught through a schoolwide study skills program.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies focused on an investigative and problem-solving approach in Mathematics. In all classrooms emphasis was placed on the use of cooperative learning in its many forms. Before school, at lunch, and after school, tutorial programs supported students' efforts to succeed. The ethnic composition of students recognized at quarterly assemblies matched the total school population.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies

Parents were kept well-informed through regular newsletters from teams and individual teachers, as well as monthly principal's bulletins. A recent parent survey confirmed that the school-wide notebook served as a school-home communication tool, particularly regarding assignments and school events.

Benchmark 10.8: Establish Technology for teachers and administrators

The addition of two computer labs and additional classroom computers dramatically increased the use of computers for instruction. Teacher training resulted in most teachers using Integrade, word processing, and cc: mail regularly.

Average Ratings of SHP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators	3.5	3.78	3.70
Co-Supporters	3.3	3.54	3.31
Co-Learners	3.4	3.20	3.00
Co-Teachers	3.1	3.28	3.31
Co-Advisors	3.9	3.71	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

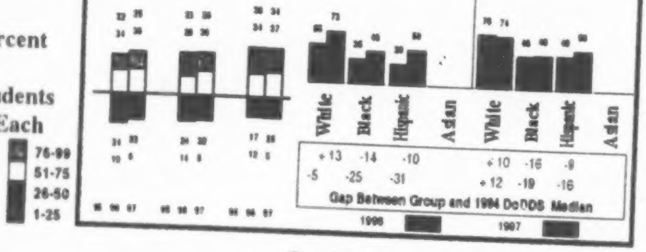
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

More parents were visible this year than in the past due to active participation in essential school committees, team conferencing, volunteering, the formation of a new PTO, and a first-time all day parent open house. In a recent climate survey, more than half of the parents sampled responded positively.

Grade 6

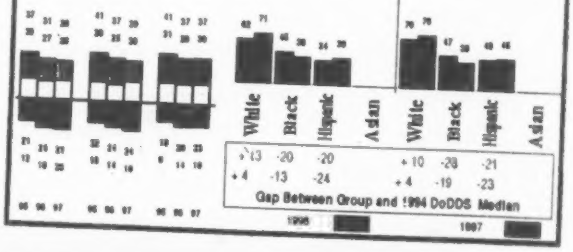
1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	58.3	59	64.7	63.1	65.4
District	57.3	58.7	62.9	61.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	283	283	282	283	283

Percent of Students in Each



Grade 7

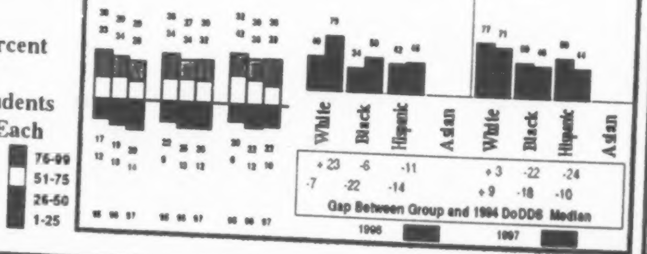
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	55.3	55.7	63.8	54.1	58.8
District	55.3	55.7	63.8	54.1	58.8
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	270	270	270	270	270



Grade 8

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	56.7	61.2	66.6	58.5	54.3
District	56.7	60.2	65.7	58	55.5
DoDDS	64	67.4	70.2	61.7	65.4
Nation	50	50	50	50	50
# Students	205	205	205	205	205

Percent of Students in Each



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Curundu MS
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-286-3513
Commercial Phone:
507-286-6206/6254

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	95	278	785.6	767.6	40%	20%	30%	10%	1%
8	96	273	731.8	770	28%	32%	25%	8%	2%
8	97	255	694.4	689	36%	42%	15%	4%	2%

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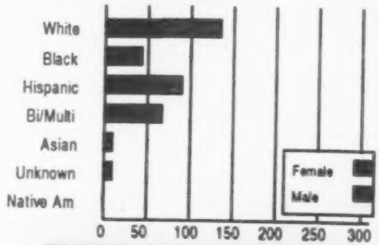
Fort Clayton,
Panama

Department of Defense Education Activity
Fort Clayton Elementary School (PK-5)
1996/97 School Profile
Barbara Seni, Principal

School Characteristics

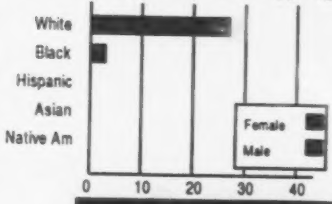
Student Enrollment - 355



Grade	#
PreK	35
K	45
1	59
2	50
3	73
4	48
5	45
Total	355

Sponsor Affiliation	
Marine	1%
Army	87%
Navy	1%
Air Force	1%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	10%
Non-US Civilians	<.5%

Professional Staffing



Special Programs

Grade Offered	Program	#	%
PK-12	Special Education	56	16%
K-8	TAG	20	6%
K-12	ESL	19	6%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	0
1-3	2
4-6	3
7-10	4
> 10	20

Mobility Rate
45% Per Year

School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	4.5
Other Professionals	5.5

Teacher Education

Degree	% Teachers
BA/BS	43%
MA/MS	43%
Doctorate	13%

Principal's Highlights

Ft. Clayton Elementary is proud of its reputation for being a model school for best practices in the field of education. We believe that by working together with parents, students, and the community we will enable each student to be a productive member of our ever-changing society. A positive climate of mutual trust and support provides for the optimal growth and development of our students and staff.

Ft. Clayton is a multi-faceted educational institutional. We serve a diverse population of students. All teachers provide quality instruction, integrate the curriculum across disciplines, teach/reinforce organizational skills, and establish shared expectations for behavior and quality of work. Students, teachers, and parents alike continue to develop a wide range of computer literacy skills. Home-School Partnership initiatives continue to expand in an attempt to encourage parent and community involvement.

Ft. Clayton is a "success for all" school. We believe in providing the best quality education to our children.

DoDEA Strategic Plan: School Improvement Implementation: School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang. Arts. and Soc. Studies....

Increase proficiency in vocabulary usage and writing skills. All students participated in L.A. strategies across the curriculum with an emphasis on vocabulary. Supporting activities included Word of the Week and visiting consultants. Academic growth indicated through Word of the Week activities. Reading Around the World program continued.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Strategies focused on using the scientific method and incorporating science vocabulary in grades K-5. Hands-on investigation was emphasized, culminating with a school-wide science fair. Science Read-Aloud was begun. The Jason Project sparked interest in science throughout the school.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective Communications has continued. Internal communication included daily bulletins, publication of SBM and PTO minutes, a central planning calendar and a "memo" table. External included communications from teachers, administration, PTO, and Student Council; an outdoor marquee; media coverage; and displays at DCA and AAFES locations on base.

Benchmark 10.8: Establish Technology for teachers and administrators.

To establish the use of electronic technology to support the improvement of instruction, teachers have had many opportunities to increase their technology skill level. These include modeling by the computer coordinator, two half-day inservices focusing on technology and four graduate level computer courses.

Average Ratings of SHIP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.0	3.78	3.70
Co-Supporters	3.6	3.54	3.31
Co-Learners	3.3	3.20	3.00
Co-Teachers	3.4	3.28	3.31
Co-Advisors	4.0	3.71	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership......

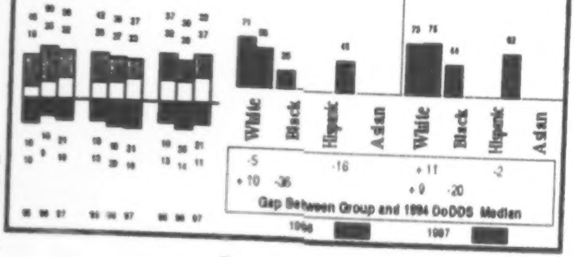
Parental involvement was a priority in all benchmarks. This integration was evidenced through multicultural community activities, a technology show, science fair, and interactive homework. Our major goal continues to be the enhancement of the level of collegiality between all stakeholders through interactive participation.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	68.3	65	66.3	48	60.3
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	63	63	63	63	63

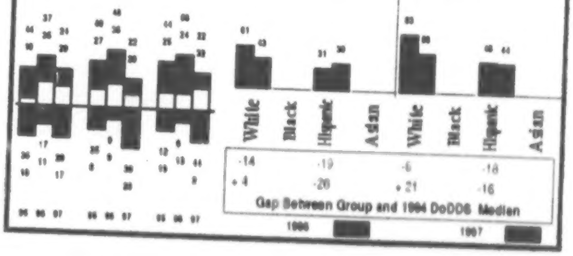
Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	53	43	57	43	54
District	62.6	56.6	63.6	57	63.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	41	41	41	41	40

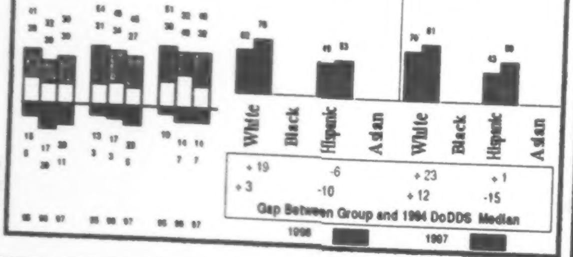


Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	61	67	74	62.7	72.8
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each

- ▨ 76-99
- ☐ 51-75
- ▨ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Clayton ES
UNIT 0925
APO AA 34002

DSN Phone:
Fax Number: 507-287-6350
Commercial Phone:
507-287-6569

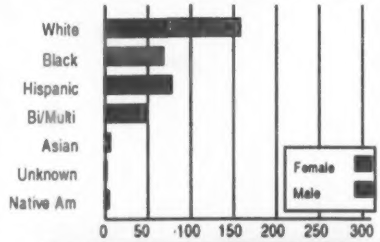
DoDEA Writing Assessment									
					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	39	769	741.1	26%	64%	3%	8%	0%
5	96	60	754.4	741.9	33%	55%	10%	2%	0%
5	97	44	759.3	734.5	41%	54%	0%	2%	2%

Fort Clayton,
Panama

Department of Defense Education Activity
Fort Kobbe Elementary School (PK-5)
1996/97 School Profile
Vinita Swenty, Principal

School Characteristics

Student Enrollment - 364



Grade	#
PreK	9
K	53
1	76
2	65
3	55
4	52
5	54
Total	364

Sponsor Affiliation	
Marine	<.5%
Army	43%
Navy	<.5%
Air Force	54%
Coast Guard	1%
Non-US Military	<.5%
US Civilians	3%
Non-US Civilians	<.5%

Special Programs

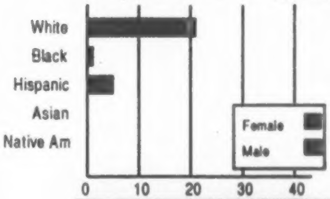
Grade Offered	Program	#	%
PK-12	Special Education	39	11%
K-8	TAG	44	12%
K-12	ESL	9	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience

Years	Teachers
New	2
1-3	2
4-6	4
7-10	3
> 10	10

Mobility Rate
37% Per Year

Professional Staffing



School Staff

Category	FTE
Administrators	1
Classroom Teachers	17
Special Education	1.8
Other Professionals	4.5

Teacher Education

Degree	% Teachers
BA/BS	59%
MA/MS	33%
Doctorate	7%

Principal's Highlights

Fort Kobbe Elementary has provided inservice training this year for our parents, the community and our staff. We have also become more technology proficient by providing after school computer classes for our teachers. In this way we have made a real effort to encourage parent participation while developing effective communication systems.

Our school consists of grades K-5 to include a prekindergarten program for students with handicapping conditions. We are a Blue Ribbon Award winning school and completed a very successful North Central Association (NCA) visit.

The School Improvement Plan has received wide spread support from the staff, parents, Parent Teacher Organization(PTO), School Advisory Council(SAC), and the School Based Management (SBM) Council. The School Improvement Committee composed of parents and teachers is committed to providing a positive approach to learning and discipline through developmentally appropriate activities.

DoDEA Strategic Plan: School Improvement Implementation School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang. Arts, and Soc. Studies.

Two writing genres were taught at each grade level with samples collected three times during the year, scored and placed in portfolios. Technology integration through computer published works, as well as writing across the curriculum was emphasized. CIRC implementation and training was on-going throughout the school year.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Science CD-ROMs were purchased for use by the students in the computer lab Students and their families attended the Family Sci Night. One-third of the students participated in the Science fair. T.E.S.A. was attended by 47% of the faculty, including the principal. According to the data collected, our student body shows high self-concept with regards to achievement and acceptance.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

During school year 96/97 technology continued to be used as a communication tool in the form of newsletters, standardized forms, surveys, and cc:Mail. These included; technology newsletters for the staff from the SCCC, Teacher-Substitute Communication form, and Pre/Post surveys for technology inservice training.

Benchmark 10.8: Establish Technology for teachers and administrators.

Staff training was conducted which included; operating systems, CD-ROM, and Microsoft Word. Computer classes were offered including, the Educator's Guide to Microsoft Office I & II. All staff were trained and are using cc:Mail for Windows. Inservice training was provided to the staff on the Internet and Kobbe ES is now 'on line'.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	4.2	3.78	3.70
Co-Supporters	4.1	3.54	3.31
Co-Learners	3.6	3.20	3.00
Co-Teachers	3.8	3.28	3.31
Co-Advisors	4.5	3.71	3.17

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

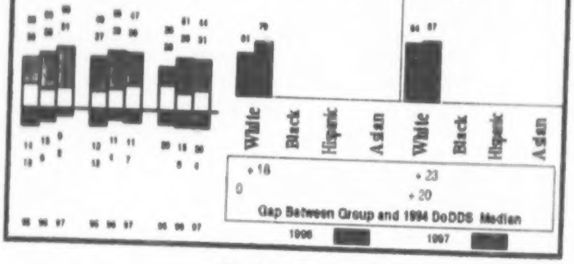
The school has adopted DODDS multi-tiered school-home partnership (SHP) model. The five tiers focus on school and home as co-cummunicators, co-supporters, co-teachers, co-learners and co-decision makers. A multitude of strategies were devised to incorporate parents into this model. Sign-in sheets and parent/teacher surveys were utilized to evaluate the effectiveness of SHP.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	78.5	73.7	74.3	73.7	77
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	45	45	45	45	45

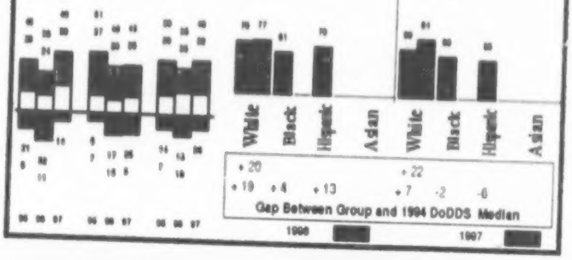
Percent of Students in Each

- ■ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



Grade 4

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	74	69.5	75	70.4	75.5
District	62.6	56.6	63.6	57	63.5
DoDDS	67.2	63.9	67.5	62.8	62.6
Nation	50	50	50	50	50
# Students	44	44	44	44	44

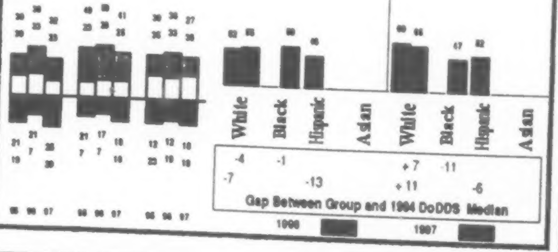


Grade 5

1997 Median Percentiles for:	Benchmark 3.1 Read	Lang	Soc Stdy	Benchmark 4.2 Math	Science
School	54.5	65.5	60	57	59.5
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	44	44	44	44	44

Percent of Students in Each

- ■ 76-99
- □ 51-75
- ■ 26-50
- ■ 1-25



SAT Results		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

Fort Kobbe ES
UNIT 0714
APO AA 34001-0005

DSN Phone:
Fax Number: 507-284-6362
Commercial Phone:
507-284-3106

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	95	43	722.3	741.1	7%	63%	9%	21%	0%
5	96	43	715.1	741.9	21%	58%	19%	0%	2%
5	97	46	698.6	734.5	17%	67%	6%	4%	4%

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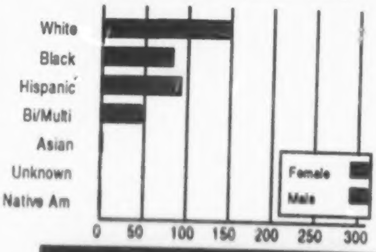
Fort Clayton,
Panama

Department of Defense Education Activity
Howard Elementary School (K-5)
1996/97 School Profile
Roberta Berger, Principal

School Characteristics


Student Enrollment - 373

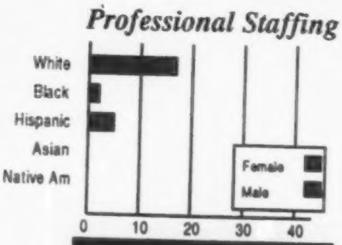
Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	24	6%
K-8	TAG	N/A	N/A
K-12	ESL	11	3%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	
AP Courses Offered		N/A	
Students Taking AP Courses		N/A	N/A

Grade	#
K	55
1	78
2	69
3	55
4	52
5	63
Total	373

Sponsor Affiliation	
Marine	2%
Army	4%
Navy	24%
Air Force	62%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	7%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	1
1-3	3
4-6	0
7-10	3
> 10	18

Mobility Rate
50% Per Year


Professional Staffing

School Staff	
Category	FTE
Administrators	1
Classroom Teachers	18
Special Education	1.8
Other Professionals	4.5

Teacher Education	
Degree	% Teachers
BA/BS	46%
MA/MS	46%
Doctorate	8%

Principal's Highlights

During school year 1996-1997 Howard Elementary concentrated on improving student achievement in writing, math, and science. A variety of teacher training and student-based activities were carried out during the school year to achieve these goals.

The school based management team and the newly established school home partnership team, both composed of parents and educators, continued to be the driving forces in building stronger relationships between school and community.

The very active PTO continued to support school-wide events such as monthly hot lunches, a school store, skating parties, book fairs, a Saturday carnival, Santa's Secret Workshop, an Easter candy sale and many other child-centered activities.

The Helping Hands program, in which parent voleteers come to the school to assist teachers in creating educational materials and aids, continued to support the very positive relationships that in turn benefit children.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts, and Soc. Studies.

Plans have centered on enhancing student writing in a specific genre through teacher training and grade-level specific rubrics. A collection of L.A. rubrics and teaching strategies were compiled and distributed to all staff members. A school wide Reading Regatta was conducted that involved students, teachers, and parents in order to increase literature awareness and enjoyment.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

A series of whole school activities were conducted to allow students hands-on expereiences in the math program. A handbook of rubrics was developed for the teachers and teachers were involved in a math inservice to share ideas and to improve planning of the math curriculum. In science, an inservice was provided to model inquiry strategies and the annual Science Fair was also held.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

The School Based Management team and the School Home Partnership team were instrumental in establishing communication between the school and the community. Communication was achieved through meetings, a monthly newsletter, and a School Home Partnership mailbox. A parent resource library was created in the main office to assist parents in obtaining information.

Benchmark 10.8: Establish Technology for teachers and administrators.

Plans have been completed to integrate the appropriate use of technology into all curriculum areas. Training was provided for all teachers in a variety of computer programs such as e-mail, internet access, word processing, and educational software. Students were actively involved with acientists and students from around the world via the internet in the Jason Project.

Average Ratings of SHP Progress			
Tier	School	District	DoDDS
Co-Communicators	3.9	3.78	3.70
Co-Supporters	3.8	3.54	3.31
Co-Learners	3.6	3.20	3.00
Co-Teachers	3.6	3.28	3.31
Co-Advisors	3.6	3.71	3.17

1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

A parent resource library was created in the main office by the School Home Partnership team. A monthly newsletter was expanded from one page to ten with articles of interest for students, parents, and teachers. A School Home Partnership mailbox and an SBM issues/comment form have contributed to the smooth flow of communication between parents and the school.

Grade 3

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50.3	51.8	47	46.3	52
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	51	51	51	51	51

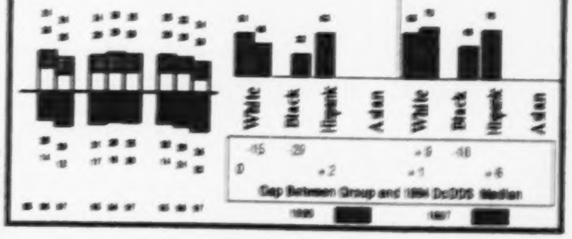
Percent of Students in Each

76-99

51-75

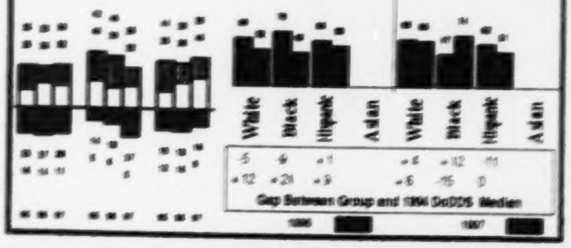
26-50

1-25



Grade 4

Benchmark 3.1			Benchmark 4.2	
Read	Lang	Soc Stdy	Math	Science
61	56.7	65	52.3	63
62.6	56.6	63.6	57	63.5
67.2	63.9	67.5	62.8	62.6
50	50	50	50	50
57	57	56	57	56



Grade 5

1997 Median Percentiles for:	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	60.6	67.3	56	52	57.3
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	54	55	55	55	55

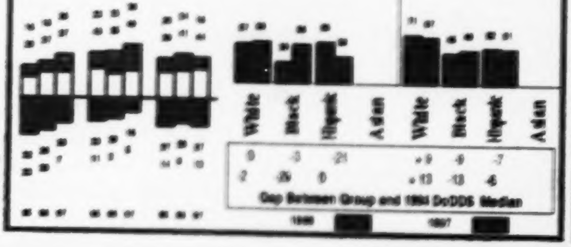
Percent of Students in Each

76-99

51-75

26-50

1-25



SAT Results					
		School	District	DoDDS	Nation
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
	97	NA	481	505	511
Verbal Avg Score	96	NA	510	518	505
	97	NA	498	515	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

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DoDEA Writing Assessment										
					Percent at Each Performance Level					
Grade	Yr	Number Tested	Mean Scale Score		Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
			School	System					
5	95	44	723.1	741.1	16%	52%	16%	14%	0%
5	96	56	731.6	741.9	27%	48%	23%	2%	0%
5	97	54	739.1	734.5	30%	52%	17%	2%	0%

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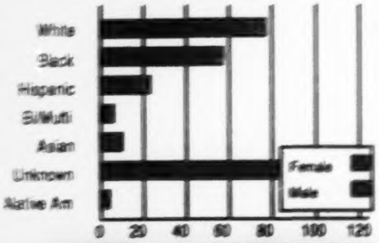
Guantanamo Bay, Cuba

Department of Defense Education Activity
W. T. Sampson Elementary School (K-5)
1996/97 School Profile
Ronald Sharik, Principal

School Characteristics

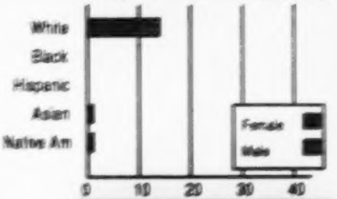
Student Enrollment - 260



Grade	#
K	41
1	50
2	43
3	44
4	39
5	43
Total	260

Sponsor Affiliation	
Marine	10%
Army	<5%
Navy	70%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	19%
Non-US Civilians	1%

Professional Staffing



Special Programs [illegible]	[illegible]	[illegible]	[illegible]
PK-12	Special Education	13	5%
K-8	TAG	N/A	N/A
K-12	ESL	3	1%
1	Reading Recovery	N/A	N/A
7-12	AVID	N/A	[illegible]
AP Courses Offered		N/A	[illegible]
Students Taking AP Courses		N/A	N/A

Teacher Experience [illegible]	[illegible]
New	0
1-3	0
4-6	1
7-10	1
> 10	14

Mobility Rate
47% Per Year

School Staff Category	FTE
Administrators	1
Classroom Teachers	12.5
Special Education	1.5
Other Professionals	3.5

Teacher Education Degree	Teachers
BA/BS	13%
MA/MS	81%
Doctorate	6%

Principal's Highlights

W. T. Sampson is now a K-12 unit school located on 2 separate campuses on a remote military site at the southern end of the island of Cuba. It is the only DoDDS school on communist soil. The two school sites share specialists in all areas. To offer a wide range of classes and programs, teachers are required to be multi-faceted and must be, in order to meet the needs of all of our students.

Writing workshops were conducted at both campuses and school-based writing assessments were initiated--with an emphasis on "writing across the curriculum" for grades K-12. Pre and Post writing samples indicate that student writing is improving. A very successful writing program has been initiated at the secondary level and is being fully utilized by all students and all staff members. Parents have been involved in rubric training and have assisted in scoring writing samples at both campuses. The elementary grades celebrated the writing process with a very successful "Young Author's Conference" which featured books by our student authors.

DoDEA Strategic Plan: School Improvement Implementation
School Year 96/97 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading, Lang Arts, and Soc. Studies.

The school has implemented writing across the curriculum to increase the proficiency of students' written expression. Teachers have been trained in the writing process, holistic scoring, creating writing prompts and rubrics. Pre and Post writing assessments have been administered to all students in K-12. Results indicate that writing skills are improving.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.

Science and Math committees (teachers, parents, and students) have established evaluative tools to assist in the placement of students in secondary level Math and Science classes. Math mentors and tutors of diverse racial/ethnic/gender groups from the community have been instrumental in implementing new programs for students in grades 1-12.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.

Effective communication will continue and expand through monthly parent newsletters, community newspaper, local TV and radio spots, and public forums (such as Town Hall meetings). Community and parent surveys also contribute to more effective communication.

Benchmark 10.8: Establish Technology for teachers and administrators.

All teachers at the secondary level have been trained and are using Integrade. All teachers (K-12) are now using cc mail. Training on LOTUS notes was provided for teachers when consultants were on site. The elementary computer lab is being utilized by all classrooms (K-5). A computer lab with 25 new computers has been set up at the secondary level.

Average Ratings of SIP Progress			
Tier	**School**	**District**	**DoDDS**
Co-Communicators		3.78	3.70
Co-Supporters		3.54	3.31
Co-Learners		3.29	3.00
Co-Teachers		3.28	3.31
Co-Advisors		3.71	3.17
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation			

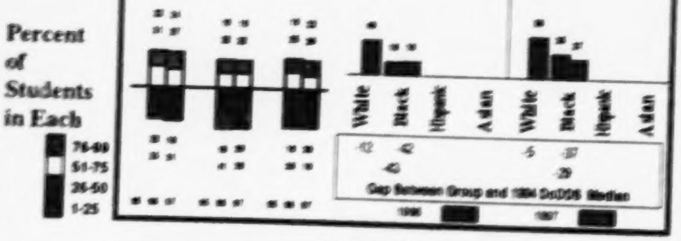
Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership

Programs have been established using parents and community members as mentors and tutors to students in grades K-12. Parents and community members are also actively involved in the SIP process, PTO, and SAC. Surveys have been administered to community, school, and faculty. Results should assist in even greater parental participation.

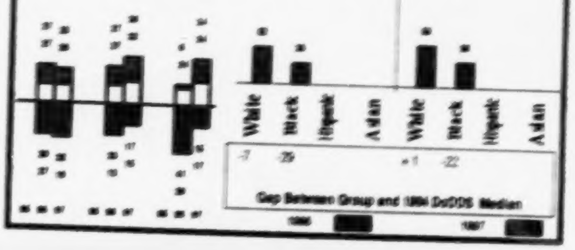
Grade 3

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	51	43	38	49	53
District	62.6	62.5	60.5	56	61.9
DoDDS	66.6	65.9	63	59.7	66.9
Nation	50	50	50	50	50
# Students	49	49	49	49	49



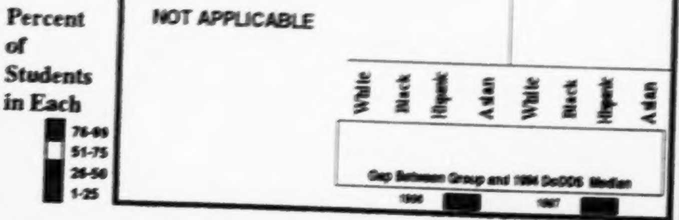
Grade 5

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	49	62	65	51	51.5
District	60.7	66.3	65.3	52.5	62.3
DoDDS	60.9	71.2	67	57	61.5
Nation	50	50	50	50	50
# Students	47	47	47	47	47



Grade 6

1997 Median Percentiles for:	**Benchmark 3.1** Read	Lang	Soc Stdy	**Benchmark 4.2** Math	Science
School	49	56.5	55	46.5	54.5
District	57.3	58.7	62.9	61.2	64.5
DoDDS	65.2	66.6	66.8	65.1	68
Nation	50	50	50	50	50
# Students	40	40	40	40	40



SAT Results		School	[illegible]	[illegible]	[illegible]
% Participating	96	NA	53%	62%	41%
	97	NA	60%	63%	41%
Math Avg Score	96	NA	497	506	508
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Commercial Phone:
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DoDEA Writing Assessment					Percent at Each Performance Level				
Grade	Yr	Number Tested	Mean Scale Score School	Mean Scale Score System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	96	21	718.3	741.9	24%	48%	24%	5%	0%
5	97	44	662.5	734.5	4%	64%	20%	7%	4%

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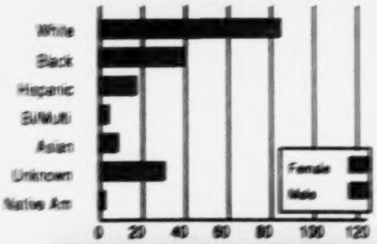
Guantanamo Bay, Cuba

Department of Defense Education Activity
W. T. Sampson Middle/High School (6-12)
1996/97 School Profile
Ronald Sharik, Principal

School Characteristics

Student Enrollment - 186



Special Programs			
PK-12	Special Education	15	8%
K-8	TAG	27	27%
K-12	ESL	N/A	N/A
1	Reading Recovery	N/A	N/A
7-12	AVID	10	
AP Courses Offered		3	
Students Taking AP Courses		3	11%

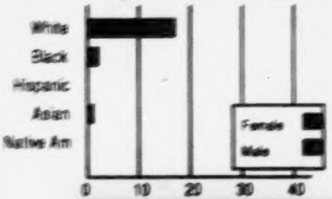
[illegible]	
6	38
7	43
8	20
9	25
10	33
11	17
12	10
Total	186

[illegible]	
Marine	5%
Army	<5%
Navy	54%
Air Force	<5%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	38%
Non-US Civilians	3%

Teacher Experience	
New	0
1-3	0
4-6	2
7-10	1
> 10	14

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Administrators	1
Classroom Teachers	15.5
Special Education	0.5
Other Professionals	2.5

Teacher Education	
BA/BS	30%
MA/MS	70%
Doctorate	0%

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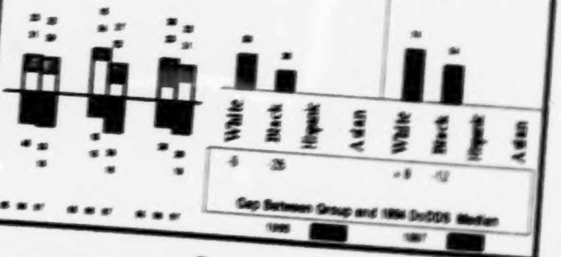
Grade 7

1997 Median Percentiles for:

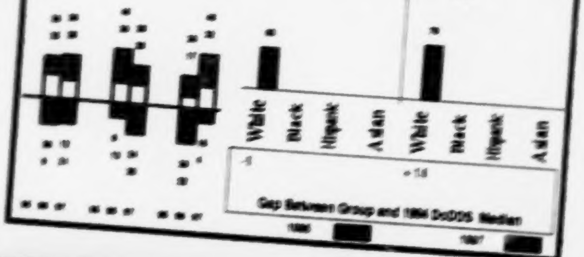
	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	50.7	46	54	45	62
District	55.3	55.7	63.8	54.1	58.8
DoDDS	65.1	65.7	69.4	55	67.7
Nation	50	50	50	50	50
# Students	45	45	45	46	45

Percent of Students in Each



Grade 9

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	59	57	75	52	70
District	63	68.2	79.1	57.7	71.1
DoDDS	65.4	70.6	78.1	60.4	66.4
Nation	50	50	50	50	50
# Students	25	25	25	25	25

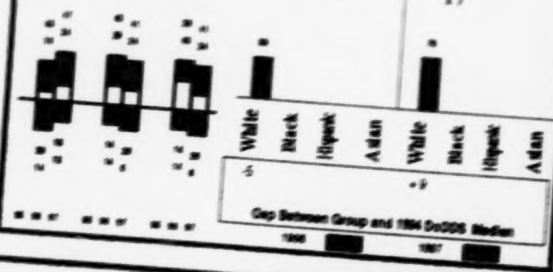


Grade 11

1997 Median Percentiles for:

	Benchmark 3.1			Benchmark 4.2	
	Read	Lang	Soc Stdy	Math	Science
School	57	67.7	66	58	76
District	64	61.4	65.3	58.2	65.3
DoDDS	67.6	66.1	69.6	61.6	70.6
Nation	50	50	50	50	50
# Students	17	17	17	17	17

Percent of Students in Each



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53-99-3500

DoDEA Writing Assessment

Grade	Yr	Number Tested	Mean Scale Score		Percent at Each Performance Level				
			School	System	Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
8	96	15	745.9	770	7%	33%	47%	13%	0%
8	97	25	633.1	689	0%	52%	36%	8%	4%
10	96	12	799.3	798.9	33%	33%	25%	8%	0%
10	97	36	703.8	711.6	31%	44%	17%	8%	0%

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